DOCUMENT RESUME

ED 229 480 UD 022 760

AUTHOR	Simon, Elaine
TITLE	The Junior High School Network Project: A Case Study. Documentation and Technical Assistance in Urban Schools.
INSTITUTION	Center for New Schools, Inc., Chicago, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE	Apr 78
CONTRACT	400-75-0018
NOTE	240p.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Administrative Change; Demonstration Programs; *Educational Improvement; Junior High Schools; *Management by Objectives; Principals; *Problem Solving; *School Organization; Staff Development; *Technical Assistance
IDENTIFIERS	Documentation and Technical Assistance Project; *Junior High School Network Project

ABSTRACT

This volume describes the evolution and implementation of the Junior High School Network Project (JHSN), one of nine programs selected by the Documentation and Technical Assistance (DTA) Project as demonstration sites for enhancing the problem solving capacities of urban schools. As described, the original proposal for the JHSN was directed toward improving the internal organization of two schools through the application of a Managament by Objectives (MBO) process. The report's first chapter summarizes the project's design, which relied on three mechanisms to structure interaction: (1) a school wide plan; (2) a structure for planning; and (3) training school staff and administrators and assisting them in implementing the plan. Chapter II describes typical activities of project staff and school personnel as they attempted to achieve the MBO process. Chapter III relates activities to actual social organization and interrelationships in participating schools. The concluding chapter discusses implications of the JHSN project for educational problem solving. Extensive appendices include descriptions of the program evaluation methodology, project plans, documentation of project activities, staff development course syllabi, student data, and letters between DTA staff and the principals of the two participating schools. (Author/GC)

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THE JUNIOR HIGH SCHOOL NETWORK PROJECT:

A CASE STUDY

Elaine Simon

April 1978

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This paper is part of the Documentation and Technical Assistance Project of the Center for New Schools, 59 East Van Buren Street, Chicago, Illinois. This Project is funded by the School Capacity for Problem Solving Program of the National Institute of Education, contract #400-75-0018. The views expressed in this paper do not necessarily reflect views of that agency.

PROJECT OVERVIEW

The Documentation and Technical Assistance in Urban Schools Project (DTA) is an effort to learn more about how to make urban public schools work better for urban students. Toward this end, DTA combines educational research and practice within one project. DTA's mandate has three interrelated parts:

> DOCUMENTATION - to study, using primarily ethnographic techniques, the ways in which selected urban schools organize themselves to solve problems. Documentation focuses upon nine sites throughout the country selected and funded by NIE to continue to engage in locally initiated improvement activities.
>
> TECHNICAL ASSISTANCE - to develop in practice specific strategies which are designed to improve urban public schooling. Technical assistance strategies are based in part upon documentation of useful practices in the nine funded sites.
>
> LINKAGE - to increase understanding, through observation of DTA's attempts to link documentation with technical assistance, of the processes through which research can be useful to practice, and practice can influence research.

This case study is a product of the documentation effort. The ideas, commitment, hard work, successes and disappointments of the people directly working within urban schools on a day-to-day basis is in a very real sense the base of DTA. This case study captures part of that experience in one of the sites. It is our hope that this description will be useful to researchers, policy planners and particularly to the people who work directly in schools in their efforts to improve the quality and validity of the educational experiences for urban students.

Thomas A. Wilson
DTA Project Director

PREFACE TO A SERIES OF CASE STUDIES

Produced by the

DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT (DTA)

In 1974 the Local Capacity for Problem Solving Group of the National Institute of Education held a national competition to identify locally initiated projects which showed promise of fundamentally improving urban schools. They were searching for projects which sought to restructure schools in such ways that the schools could successfully work on solving their problems in an ongoing fashion, rather than for the projects which sought to introduce some one shot, particular innovation. They selected nine projects which included a variety of strategies and approaches such as teacher centers, organizational consultation, and community involvement arrangements. This document is a case study of one of these nine projects.

The purpose of this preface is to briefly outline general contextual and methodological issues relating to the production of this case study. We believe that researchers usually shy away from sharing this information and the information is valuable because it answers many of the readers' questions and helps the readers to interpret and use the case study. The readers can find more details on all these issues in the DTA paper "Explorations of the Concept of Local Capacity for Problem Solving" (S. Wilson 1977). Similarly, the site researchers address many of these issues in the methodological appendices to their case studies.

Focus of the Case Study - Charge Given to Site Researchers

In each of the nine sites there was a particular strategy that was funded by NIE. That is, certain people had written the proposal and were involved in intervening to help improve the schools in ways that they thought would build long term capacity for problem solving. The site researchers were primarily responsible for documenting the playing out of that strategy. They were charged with answering these kinds of questions: How did the interveners think schools needed to be restructured? How did these interveners think they could effectively take action to facilitate this restructuring? What did they actually do? What happened as they tried to intervene? Why did it happen? What did the school people with whom they worked think about what was happening? What other characteristics of the site influenced the course of events? What was the impact of the intervener's actions? NIE had spent considerable time on selecting these promising strategies, and site researchers were expected to document them thoroughly. There was much to learn from these concrete attempts to improve schools.

We hoped, of course, that in documenting these particular strategies, the site researcher would be able to provide a more general analysis of how and why schools do and don't solve their problems, and even more fundamentally of how urban schools function. To varying degrees that more general analysis is explicitly, or implicitly, present in the case studies. The reader, however, should not expect a study of schools as total settings. Clearly, the prime focus was on documenting the particular NIE funded strategy, and often that task consumed most of the site researcher's energies. The wisdom of this concentration on the funded strategy seems limited to us now.

Timing

Below we present a time line which will help the reader see how the research fits into the history of the sites, and how much time was spent in the field.

September 1974	Nine sites funded activity begins.
January 1975	DTA contractor selected for project.
April 1975	Site researchers begin studying sites and attempt historical reconstruction of events up to their entry in the field.
July 1976	Site researchers begin to write drafts of case studies documenting period of observation. They continue to document sites at reduced level.
November 1976	Site researchers return to field to observe at full effort.
June 1977	Nine site funding ends.
June 1977	Site researchers begin to write final drafts of case studies incorporating critique of first draft and new data gathered from second period of observation.

At full effort, site researchers spent about three days a week in the field. The details of dates and amounts of time spent in the field vary from site to site. Readers are urged to consult the methodological appendices of the case studies for details.

DTA Project Context

Site researchers were not scholars pursuing independent research projects. While they were given considerable latitude to shape their own research activities, they were working on a specific government contract. The readers may find it helpful in understanding the research to be aware of this DTA project context.

This context may have influenced the research by the demands it made on site researchers' energies and by the implicit values it fostered. We have already mentioned how the contract shaped the focus. In addition to producing case studies, site researchers were needed to support other project activities including comparative cross site analysis, testing of an experimental computerized data storage and retrieval system for qualitative data, and ongoing assistance to schools.

This last activity needs elaboration. Based on an analysis that many research findings do not really get used to improve schools, the DTA contract called for the innovative combination of research on efforts to improve schools with the simultaneous attempts within the same project to use that information to help other schools. Thus, site researchers were involved in activities such as responding to assistance staff questions, visiting the schools that were being assisted, and participating in seminars designed to see how their research could be useful.

The reader should realize, then, that site researchers were not able to focus their energies exclusively on the production of the case studies. Their data and analysis had to serve many other purposes. Also, the contract did not only influence time expenditure. Many people within the DTA project -- including some site researchers -- were not convinced that traditional case studies were the most powerful format for sharing research so that it helped in the improvement of schools. This emphasis on using the research thus influenced DTA staff's decisions about what the case studies should look like, and even the value some placed on the case study relative to other activities. We invite the reader to read the other DTA papers in addition to reading the case studies, and to join us in reflection on what are the most powerful ways to use research.

Research Methodology and Theoretical Orientations

Site researchers were requested to use a grounded research process. That is, they were asked to build their generalizations on analysis that emerged from ongoing data collection and to test critically the relevance of outside theoretical concepts and frameworks against the day-to-day life of the site they were studying. Grounded research was deemed appropriate for two reasons:

1. The concept, local capacity for problem solving, is relatively new in educational change projects. DTA was exploring the meaning and usefulness of the concept. We felt it would be premature to limit the data collection relevant to this exploration by pre-specifying the concepts and research activities.

2. The nine sites project staff, the core staff of the two organizations who received the DTA contract and the site researchers represent a wide diversity of experience, disciplinary background, and theoretical orientations. A grounded research approach would allow flexibility necessary for each case study research effort to benefit from the theoretical orientations that would be most appropriate for understanding events at that site.

As a result the case studies vary considerably in the nature of their theoretical emphasis and indeed in the amount of explicit theorizing. Most of the case studies concentrate on description and have a first level interpretation. In this way, they attempt to serve as a resource to readers from various disciplines and theoretical dispositions.

Concretely, site researchers used a variety of techniques to collect data. These techniques included some combination of participant observation, formal interviewing, informal interviewing, document analysis, and qualitative techniques. They observed in a variety of behavior settings. The specific details are described in each case study.

The project described in this case study was undertaken by serious, caring people trying to improve urban schools. We are grateful to the participants for letting us learn from their experiences -- to share vicariously the joy of their accomplishments, and with them to puzzle through their difficulties. We hope the reader finds what s(he) needs in entering these pages.

Stephen Wilson
Head, Documentation Team DTA

ACKNOWLEDGEMENTS

The author wishes to express her thanks to several individuals who contributed in various ways to the preparation of this case study.

I would like to thank Art Hyde for believing in me, an attitude which contributes to my ability and consequently to the value of this case study. He gave me the opportunity to do this study, and he helped in organizing and thinking through the ideas contained herein.

I would also like to thank Bruce Johnson, who introduced me to some good ideas and lent me some good books.

The director of the project I studied, the principals and other school staff were extremely helpful and generous with their time. Of course, they are the real creators of the reality depicted in this case study. I would like to acknowledge Gerry Gordon, the original site researcher, who labored to record events and collect documents which he shared with me, and to Judity Guttman, who assisted Gerry in organizing his observations. I thank Steve Wilson and Hannah Meara for reading drafts and thoughtfully commenting. Hannah Meara was particularly encouraging in her reaction. My gratitude to Dorothy Kahn, editor; Midge Tatje, production coordinator; Pam Shaffer, Phineas Isreali and Dale Moberg, production assistants; Barbara Brown, Debra Holiday and Gloria Spann, typists; who helped to put this document into its final form must also be expressed.

Finally, I would like to express my thanks to David Crawford, who helps me put things in perspective.

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INTRODUCTION

This is the story of the Junior High School Network Project (JHSN). It is a project which was intended to build in schools a capacity to solve their problems. The idea behind this project is that problem solving can be facilitated if everyone works together to set goals for the school, and has the skills effectively to set goals and to carry out tasks necessary to meet their goals. The story will describe the specific ways in which the project personnel sought to realize the idea of the project in local schools. Before presenting the details of the project as it came to look in action, this introduction will provide a brief description of the background events leading up to the project treated in this case study.

In the spring of 1974, the Partners in Educational Reform (PER) was awarded funding for a three-year project called "The Junior High School Network Project in Federal City" or Junior High School Network Project. PER is best known for the Teacher Development Cooperative, a teacher center which provides a context for the exchange of information among teachers in the Federal City public schools. The proposal submitted to the National Institute of Education for the Junior High School Network Project was prepared by the director of TDC, who was to be the principal investigator. The proposal was based on a successful workshop held to introduce to junior high school principals the uses of a "Management by Objectives" process, and was intended to improve the internal organization of schools through the application of an MBO-like process. The original proposal, as will be discussed further in the next chapter, was very sketchy. NIE's decision to award the funding to this proposal was more a vote of confidence in PER and the director of TDC than a pledge to the details of the original proposal.

For seven months, PER tried to hire and retain a full-time project director. The principal investigator declined to serve in such a role. The project director who was hired, Betty Blair, served in that role for about one year. During her tenure, she experienced much difficulty in trying to define and implement a project which she had to design almost from scratch. Blair's efforts to design a project which met the original general guidelines were not as successful as some had hoped.

After a brief period of role shuffling, a new project director was hired in March, 1976. The new director, Fran Josephs remained in charge until the end of the project funding in June, 1977. Under the direction of Josephs, the project became well-defined and was considered by most to have been a successful effort. A general time frame can be represented as follows:

The Early Project under Blair (except for the start up period from November, 1974.)	Spring, 1974 to March, 1976
The Project in its Final Form under Josephs.	March, 1976 to June, 1977

Because early project efforts fell short of accomplishing tangible results, this case study will concentrate on describing the fully realized project as it came to look in its final form under Josephs. Therefore, there is no set of objectives or explicit project components outlined in a single proposal which can be provided to the reader in this introduction as a backdrop to the description and analysis which follows. Rather, the elements of the project which will be briefly presented here should be seen as a product of the analysis of what actually happened as the project unfolded during Josephs' tenure as director. Nowhere in the proposal will these headings be found, but their recognizability to the project participants can be demonstrated.

The project, as it came to look, used three mechanisms to accomplish the establishment of a capacity for problem solving:

1. The development of a working school-wide plan.
2. The creation of planning groups, which are structured to support planning in the schools.
3. The facilitation of the use of processes
   - Training participants in a systematic planning process
   - Overseeing and assisting in implementating the process and the school-wide plans

To reiterate, these three mechanisms are derived from the writer's understanding of the project as it came to look, and the listing does not reflect explicit description elsewhere of the project.

The site researcher, through her analysis of the data pertaining to this site, can suggest some basic learnings which came out of this case, and which relate to the research questions which were being asked by NIE.* The learnings are in terms of the following two questions.

- What does this site suggest about the features of schools which have a capacity for problem solving? The existence of a particular kind of school social organization in which members respect each other's ability to carry out mutually agreed upon responsibilities facilitates a capacity for problem solving. Mechanisms which structure the interaction of members of the school community such that the social organization is achieved and continually renewed can be identified in schools which have a capacity for problem-solving.
- What does this site suggest about what constitutes effective intervention in schools? Three points can be made in this regard.
  1. The intervener should have a practical theory of social relations for schools.

---

*See Appendix 1 for Methodology.

2. What the project actually has participants do must serve to structure their interaction in such a way that they will achieve the social organization advocated by the intervener.

3. The project must be made to mesh with the understandings of school staff to motivate and enable them to participate in project activities.

Following this overview chapter, are four chapters which describe the project from slightly different points of view.

Chapter one provides the reader with an understanding of the project as it was conceptualized in the mind of the project director. Also included in this chapter is a more complete description of the basic project mechanisms, and a description of the schools in which the project operated. The description of the schools specifically attends to the details the readers should keep in mind, in order to understand the descriptions which follow.

Chapter two describes the activities of the project director and school participants as the project operated in the schools.

Chapter three presents some of the basic explanations for what happened. It provides an understanding of how the project director facilitated implementation, and how she affected project participants in their experience of school life.

The final chapter summarizes what has been learned from this case, and draws conclusions based on what was demonstrated that this project teaches about a capacity for problem-solving and effective school intervention.

CHAPTER I: THE IDEA

INTRODUCTION

DTA was to have studied and described the three year development of each of nine problem-solving projects. Recipients of NIE funds were given the opportunity to develop and refine their ideas over an extended period of time. The case study should provide the story of this development, but the present case is an exception. The Junior High School Network Project followed a discontinous path. The idea, proposed and funded as the problem-solving project at this site, was untried and only sketchily conceived by the framers of the proposal. The project was being developed by the first project director but, halfway through the grant period, a new project director changed its direction and emphasis. The end result, the project as it came to look, owes little to the project as it looked under the first project director, but does carry out the promises of the original proposal. After a brief description of the original proposal and the efforts of the first project director, this chapter will present a discussion of the conception of the project held by the second project director. Following this will be a description of the mechanisms she employed to realize her conception. Finally, a description of the schools which participated in project activities will be provided. The schools will be discussed in terms of the general characteristics of location, size, and demography, as well as in terms of special features important for this project.

The proposal written by the staff at a Federal City teacher center, the Teacher Development Cooperative, represented only a description in outline of an idea of how to improve problem-solving, and of methods to implement the idea. The Teacher Development Cooperative advocated the use of a management by objectives (MBO) approach to improving the management of schools. "Management by objectives" is a term applied to a process whereby organizations analyze

These elements of TDC ideology translated into very general guidelines for project implementation. All in all, the original proposal presented a mixed bag of approaches, goals and guidelines without coherence and with no specific strategy outlined for project implementation. It was left to the project director to formulate a clear conception of the project and to develop a means by which this conception would be realized.

The first project director never developed a clear conception of the project, and the variety of activities in which she engaged the participants, reflect this lack of clarity. With her activities she added to the contents of the mixed bag beyond even the original proposal. The MBO approach was left undefined. Early project efforts exposed school staff to a number of theories about human interaction, leadership and problem-solving. In a document reviewing her activities, the first project director justified her strategy by claiming that the knowledge and attitude change resulting from exposure to these theories were prerequisites to MBO. She focused her efforts on leadership and the administrative team at each school, while at the same time she sought to follow TDC guidelines which advocated that other members of the school community be reached. Some ways in which she attempted to reach others were to ask teachers to participate in one of the workshops and to request that they disseminate information about the project and MBO to other teachers. Another effort which the first project director undertook involved her in a series of activities to get the advice of school staff in planning the further activities. After the first year and a half, school staff possessed a variety of interpretations of what the project was about and they could not identify the relationship among project activities. The project was differently understood by those whom it did reach and many teachers and others were not reached by the project at all.

THE PROJECT CONCEPTION

The second project director, Fran Josephs, did develop a clear conception of the project which brought together a definition of MBO, organizational goals for school planning and effective intervention tactics. She remained true to the promises of the original TDC proposal, making that document meaningful to herself and developing a project which expressed interpretable expectations for behavior.

It can be said that what Josephs did as project director served to reconcile the inconsistencies represented in the original proposal by linking the participation component with the management component. This can best be understood by treating the discussion of the project in this case study in terms of the social relationships which participation in project activities encourages. The discussion below details notions implicit in Josephs' work about how individuals within the school setting ought to relate to each other. These are notions which would result in a particular social organization in the school community and these are notions which would shape the final project. The case study contends that the strategy and methods Josephs chose reflect her notions about relationships in the school setting. Furthermore, the strategy and methods communicated to school participants Josephs' notions about relationships such that participants would achieve the ideal social organization in the schools. The reader should keep in mind that Josephs herself is not explicit to participants in the school about school social organization, nor has she exhaustively outlined her notions about roles and relationships in the schools. The detailing of her implicit notions is used here as a tool to explain the way in which MBO and other project activities are understood by project participants and how the project effected change in the schools.

Treatment of the project from the viewpoint of social relationships should be seen as an orienting guideline, basic to an understanding of the essence and shape of the final project.

Josephs' conception of the project was one which would result in a particular sort of school social organization. The term social organization, as it is used here, has a somewhat different connotation than often thought of. Here, social organization refers to the set of roles defined by individuals within a setting which influence the ways in which individuals participate in school life. For Josephs, the social organization of the school exists within a school community which potentially includes the principal, other administrators, teachers, other school staff, students and parents. In Josephs' view of school social organization, the principal has the ultimate responsibility for what happens in the school. It would be the principal's responsibility to relate to the school system beyond the local school to gain resources for the local school community. Within the school, the principal is both manager of operations and a manager of the educational program. In his or her role as manager, the principal participates with others in the school community to identify the areas of responsibility important for the school. Members of the school community together determine who should assume the various responsibilities they have identified. Once the areas of responsibility are determined and assigned in a way agreeable to everyone in the school community, responsibilities are broken down into tasks and carried out by responsible groups or individuals. Periodically they report their progress to the school community and new responsibilities may be identified and assigned. Within this conception of school social organization, teachers are managers both inside and outside of their classrooms. Inside the classroom, they are responsible for the overall management of classroom activities and for the management of an instructional program for their students. (Responsibilities students are expected to fulfill are determined, and students carry these out within the classroom in a fashion similar to the pattern outside the classroom.) Outside the classroom, teachers are responsible for carrying out the tasks they, the principal and others in the school community have agreed upon. All those who are managers in the school in various ways possess the management skills which enable them to decide on areas of responsibility, to assign them and to carry out their assigned responsibilities.

In order to make this social organization characteristic of everyday school life, the project must structure the interaction of participants. Participants must learn how to interpret each other's behavior as appropriate in the contexts of interaction the project provides. If the contexts of interaction lead participants to adopt knowledge consonant with the desired form of social organization, then the project will be successful. This discussion makes explicit for this project what everyone has to know -- the knowledge -- to make their interpretations of behavior and to decide whether the behavior they are viewing is appropriate. Below is detailed the pieces of knowledge which would enable participants to recognize the appropriateness of behaviors which go along with the social organization Josephs would like them to achieve:

1. By virtue of their training or experience, principals have certain talents and strengths which make them able to be the educational and operational leaders in the school.
2. By virtue of their training and experience, teachers and others in the school community have talents and strengths which make them able to accept responsibility for many areas of school life not usually associated with teaching.
3. Certain aspects of school life are the responsibility of teachers, while other aspects are the responsibility of administrators.
4. Certain areas of school life are everyone's responsibility and should be handled by all relevant groups working together.

Everyone in the school community must come to agreement about what the areas of responsibility are and who is responsible, so the same knowledge must be shared by everyone within the local school. The content or details will differ from school to school. That is, which aspects of school life are deemed important and to whom responsibility is assigned will vary according to the school context.

The strategy and methods of the project must serve to communicate the knowledge so that everyone in the school community will come to share it. Embedded in the project's strategy, what it has participants do, are a set of instructions to participants about who should interact, how they should interact, and what the content of interaction should be. The knowledge for interpreting behavior is communicated in the context of interaction as participants find ways to determine what constitutes appropriate behavior. A few examples will explicate this idea. If the principal asks a teacher to attend a meeting where he or she will contribute to the framing of a plan for the whole school - the teacher has to interpret the principals's behavior so he or she can act according to expectations. Is he asking me to this meeting because I'm the best teacher here? Is it because he's inviting teachers whose names begin with S? Is it because I have a responsibility to make decisions for the whole school? Given the knowledge detailed above, the last question is the correct one. What can the principal assume about the project director's expectations when she is constantly urging him to invite teachers to administrative planning meetings? Doesn't she trust me? Does she like crowds? Are teachers a legitimate part of decision-making regarding curriculum?

In what specific ways should a project, which seeks to establish the school social organization depicted here, structure interaction such that the knowledge necessary to interpret behavior will most likly be adopted?

To begin with, people at all levels in the school community must interact with each other regarding school-wide concerns. To this end, the project's strategy must get all members of the school community to talk with each other either in face-to-face interaction or through intermediaries representative of all groups. Furthermore, the content of interaction should be made to address questions such as: What are the areas of responsibility we recognize in this school? What can we do within these to address concerns or deal with problems? Who should be responsible for what? and, How do we know responsibilities are being met? The project strategy must also insure that wide input is made to discussions and decisions since everyone in the school community must agree on the answers to these questions.

Secondly, people at all levels in the school community need to use the same framework and language for talking about school concerns. They must possess equivalent skills for meeting responsibilities so that everyone is confident that everyone else can successfully carry their weight. The project strategy must include a means to impart a framework, language and skills to all members of the school community.

To summarize, the strategy adopted for use in a project seeking to establish the knowledge necessary to recognize behavior appropriate to the school social organization described above must accomplish the following:

1. Get everyone in the school community working together about school-wide concerns.
2. Define areas of responsibility and assign responsibility to groups or individuals.
3. Have everyone agree on what the areas of responsibility are and on who should assume responsibility for what.
4. Prepare everyone to carry out the responsibility they accept.

The activities of the project must serve as mechanisms which structure interaction to accomplish the above tasks.

STRUCTURING INTERACTION

The project strategy can be seen as a set of mechanisms which function to accomplish each of the above tasks. These mechanisms serve to structure interaction to encourage participants' adoption of the interpretive paradigm necessary to generate the school social organization which the project director considers conducive to problem-solving. There are three mechanisms to structure interaction.

Structuring the Content of Interaction: A School-Wide Plan

School staff develops a school-wide plan which serves to integrate many of the activities of school staff during the year. The school plan consists of a statement of philosophy, a list of goals and a set of objectives, written in behavioral terms, for each goal. The school plan is the means for defining what are the areas of responsibility in the school. As action plans are drawn for each objective in the plan, responsibilities are assigned to individuals and groups within the school community. (See Figure 1, p. 17.)

Defining Who Interacts: A Structure for Planning

Members of the school community are designated by the principal to participate in planning for the school and to serve as overall monitors of the carrying out of the plan. The planning group or groups, consist of representative members of groups critical to the acceptance of the plan by the larger school community. This insures that the decisions made and plans drawn will have input from all members of the school community as it is defined in the particular school context.

The planning group provides a means for having everyone agree on the areas of responsibility and on who is responsible. It also provides a way of getting everyone in the defined school community working together.

Defining How Interaction Takes Place: The Process

School participants use a particular process of planning which enables them to solve problems. The process is called Management by Objective and it was defined by the second project director to consist of a set of steps to follow in order to create a school plan. (See figure 1, p. 17). There are five general categories of activities in the process and within each category, several specific activities that school staff engage in as they devise, implement and evaluate a school plan. Participants [illegible] encouraged to define problems as they talk about what troubles them, what concerns they have, or what problems they perceive. Then they must define the problem as a discrepancy between what is and what should be in the school. In this way, problems are turned into goals. For each goal set, a force field analysis is carried out. The force field analysis lists the positive and negative forces school staff might encounter as work toward the realization of the goal proceeds. (See figure 2, p. 51). Next, objectives are set. Objectives include statements of who is responsible, what is to be accomplished, how much is to be accomplished and by what date. For each objective, an action plan is created. (See figure 2, p. 51). Like a flow chart of implementation activities, the action plan is a graphic, time-bound representation of the tasks necessary for reaching each objective. The above elements of the process apply in formulating plans for the principal alone or the school as a whole. If the plan is for the school as a whole, the commitment of everyone in the school community must be gained. Members of the planning groups take plans back to their constituents for their acceptance and commitment.

	Activities
Problem Definition	• Define the problem as a problem e.g., not communication but poor communication • Describe the problem as tangible, what does it look like, feel like?
Goal Setting	• Change the problem to its ideal • Make the goal positive, e.g., to increase participation in... • Carry out a Force Field Analysis* of the goal
Objective Targeting	• Objectives include: who is responsible, what is to be accomplished, how much is to be accomplished and when • Design Action Plan (Flow Chart) for accomplishing objective. Includes: who is responsible, for what action and deadlines
Gaining Commitment	• If goals and objectives are written by individuals for their own management problems they are assumed to be in agreement with, and committed to goals and objectives • If goals and objectives are written by a representative group, these must be taken back to constituents for acceptance and commitment
Implementation and Evaluation of Strategies	• Groups are designated to manage school-wide plans • Faculty and committee meetings monitor progress on action plans toward meeting goals • Check sheets can be drawn up to monitor progress • Formative and summative evaluation occurs

* A list of the positive and negative forces one might encounter in moving toward the goal.

THE MANAGEMENT BY OBJECTIVES PROCESS as defined by Fran Josephs

FIGURE 1

implementation of the action plan occurs with designated groups carrying out and monitoring progress toward reaching goals in the plans. Since the objectives framed include indices of progress, these are used as the basis for evaluation of progress made toward reaching objectives and goals.

The planning process serves as a mechanism to structure interaction by giving everyone the skills to carry out responsibility as well as by further arranging for the agreement of everyone in the school community to the areas and assignment of responsibility.

THE SCHOOLS

While the system of roles and responsibilities that the project seeks to install in schools should apply in all school settings, the designation of specific areas of responsibility and the assignments of roles will vary from school to school. The variation in content of interaction, and in who interacts, and even the MBO process itself which defines how interation takes place is adaptable to the particulars of the school context. Therefore, the particular junior high schools providing the contexts in which the project operates need to be examined.

Overview

There were originally three junior high schools associated with the project. Moore and Stanton were located in the northwest section of Federal City. A once fashionable white neighborhood which underwent decline, it is now experiencing a renaissance of popularity among urbanites who are discovering its restorable Victorian and Georgian architecture. The third junior high school, Wood, is located in a mostly black and poor neighborhood in the southeast section of the city.

Most of the teachers recall the shift in the racial makeup of Stanton's and Moore's student populations as a function of redevelopment. Where once these schools served white, middle-class students, now about three-fourths of their students are black and poor. Stanton's staff adapted to the situation better than Moore's did. Serious dissension among faculty and administrators at Moore proved so devastating to project efforts that Moore was eliminated from the project during the last phase. Therefore, the project as it came to look was fully installed only at Stanton and Wood. These schools will be described more fully in this study.

The framers of the original proposal chose to direct their efforts at the level of the junior high school. The staff at the Teacher Development Cooperative justified their choice by pointing out the unusual difficulties unique to junior high schools, and the inadequacy of the support they receive to meet these. Their claims were based on findings of a report commissioned by the Superintendent of schools in 1974. (The Superintendent's 120 Day Report, Federal City Public Schools, March, 1974, cited in Phase I proposal, Teacher Development Cooperative, 1974.) Federal City schools adopted a 6-3-3 grade level structure, but, the report notes, failed to give adequate attention to the special requirements of the middle three years with regard to either the social and psychological needs of students or their curricular needs. Among these problems, basic skills deficiencies, brought from the elementary grades, led to failure in junior high and later on. Although this problem has grown in severity, the junior high was shown to provide too little opportunity for students to get remedial help. Teachers are trained in their subject matter as secondary teachers and haven't acquired the background necessary to diagnose and treat basic skills problems. Furthermore, the junior high school has not traditionally regarded itself as the place where basic skills should be taught.

In addition to reasons cited in the report, the Cooperative chose to work with these particular schools because the three principals had worked with the Cooperative before and had expressed a desire to improve management in their schools.

Location, Size, and Demography

Stanton is located in a redeveloping neighborhhod in the northwest section of the city. As a result of redevelopment, Stanton's students no longer come from its surrounding community. Residents in this section are either too old or too young to have school-age children; or they send their children to private schools. To fill its rolls, Stanton's boundaries have been shifted to include neighborhoods to the east, a predominately Black area. Approximately two-thirds of Stanton's students arrive on buses each morning from neighborhoods far to the east. The extension of its boundaries still did not supply the minimum number of students necessary to keep Stanton open. Stanton recruits the remaining third of its students from an air force base located in the southeast section of the city, Wood's region. Many of these children are white, and Stanton has one of the largest proportions of white students of any school in the city; about 24% compared with 5% city-wide. The parents at the air force base can choose from among the public schools throughout the city. They do not send their children to nearby schools, like Wood, which are generally overcrowded and have reputations as dangerous and academically sub-standard schools. Those who can, send their children to private schools. Other parents look for a public school they consider to have a good reputation. To attract these students, Stanton portrays itself as a "good" school, safe and with high academic standards. Many of the goals and objectives which administrators and teachers at Stanton have articulated relate to the need to maintain Stanton's image as a good school in the city.

Wood is located in the primarily black, low-income southeast section of the city. Unlike Stanton, Wood is a neighborhood school. The community is a vital one which has organized an area community board which plays an advisory role to the district superintendent. Each school in the district has a local community board with representatives to the area board. Although the input which local boards make varies from school to school, Wood's local board chairperson is active on the area board and is a sophisticated politician. He and others on the local board have made their views on Wood's problems known to the principal, Jim Clark. Wood's problems have kept Clark's hands quite full as it is. Jim Clark was brought to Wood because he had a reputation as a tough disciplinarian and Wood had a reputation as a school plagued with problems of vandalism, assult and truancy. As a new principal, Clark directed his efforts toward eliminating these pressing problems and restoring order to Wood. Defying the record of failure of past principals, he succeeded in ridding Wood of the serious discipline problems by using a series of common sense tightening up tactics and appealing to the students' sense of pride. Another factor fundamental to Wood's discipline problems has not been remedied. Wood is severly overcrowded. Temporary classrooms are annexed to the main building to accomodate Wood's 1800 or so students. The annexed buildings, called demountables in the Federal City schools, are not easily accessible from the main building and are in a run down condition. With the need to keep the lid on tight, the principal's difficulties are compounded by the extra doors and back hallways added by the demountables. Aside from the physical detraction they present, Clark believes that a junior high school with more than 900 students detracts from the school educationally as well. He has been fighting to have the demountables demounted.

In the eyes of local community members, school system officials, and Wood staff, since Jim Clark became principal, Wood has made a lot of progress toward raising students' and teachers' pride in their school and motivating them to work toward changing Wood's reputation.

Some Other Important Characteristics of Schools and School Life

The remainder of this section on schools will discuss three characteristics of school context to which the project director attended in implementing the project. As mentioned above, the details of school social organization will vary with school context. Furthermore, the project director was consciously sensitive to these aspects of school life in planning the interventions and in tailoring the project for each school. The discussion which follows will treat each school in terms of what the principal is like, the nature of the interaction among staff at the school and finally what had been accomplished in the schools by the project under the first director.

Stanton

Alvin Gross rose from assistant principal when the former principal died in 1973. The former principal had served for 20 years and was highly regarded by staff and central administration. In order to insure his own success as principal, Gross set several tasks for himself. He wanted to establish continuity between his own administration and that of the former principal. He wanted to continue the work that had been begun by his predecessor and himself in applying management notions to school planning and teacher effectiveness. He also wanted to establish a reliable administrative team which would complement his own abilities. Overall, he wanted to maintain Stanton's image as a good school with ample resources and to enlist his staff's help in accomplishing this objective.

As an educator, Gross is sympathetic to various philosophical perspectives. He found many of the theories presented in early workshops to be applicable to situations at Stanton. He characterizes his approach as eclectic, and he appreciates theory when his experience bears it out. In action, Alvin appears to use intuition rather than theory and he has his hand in almost everything that goes on in the school. He spends a lot of time in the hallways overseeing students passing through. The intercom system sits next to his desk and he makes all announcements himself. The door to his office is almost always open and teachers and other staff walk in and out freely.

Stanton is a small school with a faculty of about thirty-five. Roles and responsibilities are not tightly defined. Tasks are often carried out with the gentle personal encouragement of the principal himself. One project consultant likens the relationships among staff at Stanton to those in a family, which contribute to an appearance of informality. The principal believes, however, that to keep Stanton a good school and to improve it, he must gain everyone's conscious commitment to specified goals.

Because Stanton is a small school, meetings usually include the entire staff of teachers. In every city public school, department chairpersons are chosen by faculty and designated as the school's "steering committee". At Stanton, the steering committee does not meet as a group nor does it perform a representative function for the faculty in decision-making for the school as a whole. Teachers who are members of the union elect representatives from every school. This group of teachers, called the School Consulting Panel, meets with Gross before faculty meetings to present points they wish to be included on the agenda. Gross sees it as his responsibility to edit their suggestions so as not to overburden the faculty with repetitious or unnecessary discussion. The union representatives are not regarded by the faculty or the principal at Stanton as leaders of the school.

There are currently two assistant principals at Stanton. Gross feels he has finally reached an ideal in terms of his administrative staff. Ms. Turner, who has worked with Gross before, is Gross's right hand person. She works most directly with the teachers on areas of concern in instruction and in helping them with curriculum development. Mr. Shaefer, has been at Stanton for over twenty years. He is formally charged with overseeing the math and science departments, and he runs the cafeteria lunch program.

Of the three participating schools, Stanton cooperated most enthusiastically with initial project efforts. Gross continues to express his appreciation for the information and advice he received in workshops and in working one-to-one with the first project director. Several of Stanton's teachers attended a workshop on leadership styles and efforts to spread word of the project to other teachers and succeded to the degree that teachers at Stanton were more well informed about the project than teachers at the other two schools. A tangible result of the first project director's efforts at Stanton was the drawing up of a list of goals and enabling objectives. However, the phrasing was inconsistent and goals overlapped because they were loosely defined. (See appendix 2 for list of goals and enabling objectives.) The early project provided no follow-up and the list of goals and objectives remained largely unused until Josephs became director.

Wood

Because he had to establish himself as a strict disciplinarian, Jim Clark had achieved a one-sided image as principal of Wood. He had succeeded in bringing order to Wood, but he still had to improve students' academic achievement. He had ieas about how to do this, but realized that he needed the support of everyone in the Wood community to accomplish his goals.

Fran Josephs characterizes his dilemma as one of having to change his image from the principal disciplinarian to the principal educator.

When he first became principal, Clark had to spend a lot of time policing the hallways, dealing with discipline problems, and meeting with students and their parents. Clark does not feel these are the kinds of things that should take up all the principal's time. He believes that the principal must have the time and the privacy to do the difficult conceptualizing necessary to guide his leadership of the school. He has a clear idea of the kinds of duties and tasks which he ought to perform and those which ought to be performed by his assistants and other staff. Clark was good at being able to delegate authority. Clark had acquired an image as authoritarian associated with his behavior in the role of principal disciplinarian. This authoritarian image was borne out by his appearance. A young, good-looking black man, always impeccably dressed, Clark communicates decisiveness and power by his very manner. The behavior which one observes as Clark interacts with teachers and students reinforces the authoritarian image. Polite exchanges occur between Clark and teachers; students know that their presence in the hallways between classes will elicit a question from him. He has established a strong sense of order and formality at Wood. His office door is closed when he is in conference and nothing disturbs him at these times. Even one student in the hallway can seem glaringly out of place. But there is no condescension on Clark's part. There is a mutual respect which characterizes relations between Clark and his staff and students because they worked to make Wood a safe place in which to learn and teach. But Clark is aware that he must change his conception of his role if he is to become the principal educator. Wood's teaching staff is proud and demanding. Wood's community is active and also demanding. Clark knows that to establish himself as more than a competent administrator he must adapt his role to include staff and others in sharing responsibility in the school.

Because the faculty is so large, representative groups are a necessary means for communication and governance at Wood. Clark meets regularly with the steering committee and with the School Consulting Panel. He also attends local community board meetings. The steering committee functions as a representative body for teachers in subject areas, and the School Consulting Panel (SCP) is taken seriously as representative of union teachers at Wood.

Clark has four administrative assistants. He has been deliberate in delegating responsibility so that he makes maximum use of his assistants. One takes a more active role in administration and he has been entrusted with more responsibility than the other three. All are males.

Of the three schools which started out participating in the project, Wood was the least cooperative and there were fewer inroads made there than at any of the three schools at the end of the first director's leadership of the project. Clark had a pet notion that all teachers should be reading teachers and the project sought to help him carry out this idea by providing training. The strongest connection made with the project when Josephs took over had been as a result of a series of workshops on reading in the content area, conducted as a last ditch attempt to keep Wood involved with the project. Thus, the project had a strong association with reading in the minds of Wood participants.

SUMMARY

Before going on to a detailed description of the project as it operates in the two schools, a brief summary of the project conception, detailed earlier, will be provided here. Josephs designed a project which uses three mechanisms to structure interaction:

- A School-Wide Plan
- A Structure for Planning
- Two processes:

1. Training Particpants
2. Assisting in Implementation

These three mechanisms of the project serve to structure the interaction of participants so that they:

- define the areas of responsibility and assign responsibility to groups or individuals.

- come to general agreement on the areas of responsibility and on who should assume responsibility for what.

- work together on school-wide concerns.

- gain the skills to carry out the responsibility they accept.

As interactants accomplish these things within the context of project activities, they will come to adopt the knowledge they need to be able to interpret each others behavior appropriately in the contexts of interaction.

They must come to know:

- that principals have certain talents and strengths which make them uniquely suited to carrying out certain kinds of responsibilities.

- that teachers and other members of the school community have certain talents and strengths that make them uniquely suited to carrying out certain responsibilities.

- that there are areas of school life which are a common domain wherein responsibility is shared by everyone.

The details of what these talents and strengths are, and what the particular areas of responsibility are, will depend on the particular school context. In general, these pieces of knowledge will result in the type of school social organization in which a principal is overall manager of operations and instruction. The principal and others in the school community will have worked out a clear delineation of roles and responsibilities whereby teachers and others will have meaningful input into the running of the school. Teachers will be seen as managers outside as well as inside their classrooms. Potentially, anyone in the school community can have significant input to decision-making for the school through structures for planning.

CHAPTER II: WHAT HAPPENS? THE JUNIOR HIGH SCHOOL NETWORK PROJECT IN ACTION

INTRODUCTION

This chapter is intended to describe the Junior High Schools Network Project in action. It will describe typical activities of project staff and school personnel as they accomplish project goals. Here the reader will learn what happens as the project operates. Chapter III will offer some explanations.

The description here will not divide the project into phases. Although there were official phases to the project, these were more meaningful in the interface with NIE than in the interface with the individuals in the schools. In addition, the project director's approach does not easily fit into the categories academics have used to describe the implementation process; she tended to make intuitive decisions based on her sensitivity and knowledge of the situation in which she was working. There were many things going on at once and there were different things going on at each school. The organization of this chapter represents the writer's depiction of the natural flow of activities one would observe as the project operates.

The problem-solving project was described in Chapter I as consisting of three mechanisms for structuring interactions. These are derived from the writer's analysis of ongoing project activities. These will be used as the organizing principle to describe the project in this chapter. The project mechanisms required that the project director accomplish the following:

1) Get a Working School-wide Plan.

   Prior to any serious efforts to train school staff, each school must devise a working school plan. The term "working" is used specifically to designate that plan as subject to revision.

2) Create a Structure for Planning.

   Planning bodies must be created or existing bodies called into service as the focus for training and as the monitors and revisers of the school plan.

3) Perform the Processes.

- Train the participants.

  The project director must successfully insure that school staff knows and is able to use the MBO process.

- Oversee and assist in the implementation of the revised School Plan.

  Still a part of training, the project must insure that management skills are being used and that the organizational capacity is in place for sustained capacity for problem-solving on the part of the schools.

The project director engages in the same kinds of activities in accomplishing each task. She assesses what her starting points are in terms of how people are thinking, or the time demands in schools. She seeks commitment to project goals from school personnel on every level. She assists and supports school staff in appropriate ways. She does these things by spending time in the schools -- observing, talking with staff, purposefully meeting with principals, their assistants and others, and conducting surveys. She works one-to-one with various school staff members on specific tasks, to share views and to plan for future activities. In such meetings the project director may teach skills, discuss her goals, review past accomplishments, and so on. She also conducts workshops with groups of staff for various purposes. The activities of the project director and school staff will be presented both in the course of discussing each of the three project components or mechanisms and in a summary following each discussion. The summaries will include a list of the activities of the project director and the school staff in accomplishing tasks related to each project component. The reader will also recall that in the introduction the project was described as adaptable to the different school contexts. Therefore, the project director's activities and what the project ended up looking like differed in the two schools. Included in the summary sections will be a description of the contrasts and similarities of the project in the two schools.

This case study tends to use the terms project and project director as interchangeable. This is not an accident. The project director is the only member of the project staff who has direct and continuous contact with school people. The Teacher Development Cooperative provides the use of an office and its resources, a location in which to hold some of the workshops, and established connections with local colleges and universities. There are also a secretary, and a part time evaluator on the project's staff. The evaluator works with the project director to develop questionnaires and surveys and to tally the results. The project director uses consultants to train her and to provide substantive assistance in the schools where she deems it appropriate. In the interaction between the project and the schools, it is the project director who does most of the training and has most of the ongoing, face-to-face interaction with school staff. In the schools, staff in various positions are involved with the project. The discussion of activities in this chapter will clarify with whom the project director works in the schools.

GETTING A WORKING SCHOOL-WIDE PLAN

A working school plan for each school serves as a tool for training in the MBO process and as a way to integrate the many activities of the project. Getting a working plan developed is done as quickly as possible by the project director urging and working with school staff. It is not seen as important at this stage that the plan be perfect. It is important however, that it loosely follow the format consistent with the MBO process as it was defined -- the plan consists of philosophy, goals and objectives. (See Appendicies 4 & 5 for examples of a working plan.) It is also important that it be developed with the input of school staff other than administrators and that, after an initial working plan is developed, the agreement of the total staff to those goals and objectives is obtained.

Assessing the Situation

Because 18 months of the project preceded her, the project director noted what schools had accomplished in their work with the first project which would contribute to or which she could build on in getting working school plans. Goal setting was one of the objectives of the early project efforts. Even though a definite planning format was lacking, there had been talk of goal setting, and some school staff had participated in trying to do it. Therefore, project participants thought of goal setting as a part of the project's purpose.

In a summer workshop held during the tenure of the original project director, 27 of the 42 staff members then at Stanton consisting of both teachers and administrators, participated in a workshop intended to teach "group problem-solving skills." As a product of this workshop, Stanton developed a list of four goals and accompanying objectives and strategies. (Appendix 2) The goals articulated in that workshop are:

- Stanton Junior High School will be able to create an atmosphere where students and staff would rather be in class doing constructive work than anything else.
- To foster within the Stanton faculty a greater degree of unity in the development and implementation of a progressive program for student growth.
- Establish an environment which will be conducive to quality education.
- Building climate and student-teacher relationship will be improved.

Some work toward reaching these goals based on the strategies and objectives outlined was carried out by the principal and administrative staff during the following school year.

At Wood, no steps had been taken, as a result of participation in project activities, toward the creation of a plan into which everyone had input. Based on a survey conducted in the first months after the new project director came on board, Wood faculty most strongly identified the project with reading. This image which the project had at Wood was due to faculty knowledge of a specific problem-solving program with the theme of encouraging students to read and as a result of several reading workshops which had been held earlier with the project's sponsorship.

In addition to exploring what accomplishments had been made by the first project's efforts, the project director, in her first months on the job, noted what characteristic procedures, interests or routines she might capitalize on in encouraging each school to devise a school plan. At Wood, the project director learned of a faculty meeting at which the principal's central activity was to get the staff to identify problems. Picking up on this, a consultant and the principal's assistant designed what they termed a "paper planning process." A paper planning process meant one which would use a questionnaire type form to gain input from faculty and administrators concerning problems, and approaches to their solution. It was thought that Wood required such an approach because of its size and because of the time constraint imposed by how far behind Wood was with so little time to accomplish objectives before school ended. The principal did not participate in this activity because he was very busy and was not yet convinced that it was worthwhile to invest his time in project activities. The project director concluded that the results of the paper planning process were uninterpretable because of a poor response by the faculty. The project director explained the response by concluding that the form used was too complex and time consuming and that the faculty could not see a purpose to the activity. This failure showed her that such a process would not be a fruitful way to get a working plan for Wood. If Clark had any goal for Wood, during Josephs' initiation as project director, it was a desire to raise the reading achievement of Wood students. For example, one of Clark's first requests made to Josephs was for background information and materials on theory in teaching reading. He had some pet notions about how Wood should approach the job of improving reading skills. He expressed his dissatisfaction with special remedial programs Wood either accomodated or was being asked to accomodate. Rather, Jim Clark feels that every teacher should be a reading teacher and he has little patience with an uncoordinated attack on the problem by accommodating disparate programs. However, there are several reading programs Wood cannot ignore. One of the programs is sponsored by the Area Community Board and supported by the local school board. Clark's request for materials was in direct response to pressure from the local board to accept this program for Wood. He was feeling other pressures from the community, teachers, and the directors of supplementary reading programs.

Obtaining the Principal's Cooperation in Getting a Working School Plan

The project director noted that over the years at Stanton there had been several sets of goals articulated and that efforts made toward realizing some of the goals had brought no tangible, measurable results. She also noted that the principal had a strong desire to feel that his faculty was committed to carrying out the tasks necessary to meet the goals. Furthermore, she observed that he wanted to organize his approach to planning. When the results of the survey conducted at Stanton showed that the faculty, although it was aware of the project's goals and activities did not see a focus to project activities, she made a proposal to the principal. She demonstrated the problems with past plans and noted that buying into a systematic planning process would focus activities and thereby gain the commitment of faculty to completing tasks by providing measurable outcomes.

At Wood, the project director appealed to the principal's interest in raising reading achievement and his desire to coordinate efforts by proposing to him that he work together with some faculty and others to systematically plan an attack on the problem of low reading achievement at Wood. She assisted him in getting the process started by drafting a proposal to the local board and to the regional superintendent about Clark's intention to apply a systematic planning process to the problem of reading at Wood. (see Appendix 3.) The principal's purpose in sending copies of a proposal was to pave the way for the cooperation of local board members and to provide knowledge of Wood's summer plans to the Superintendent.

Encouraging Input of Staff to Identify Problems, Set Goals, and Objectives

Although the principal is the primary person with whom the project director deals, she seeks to include staff in any efforts to plan for the school as a whole. At Stanton, including faculty in the development of plans and in problem identification was the principal's habit.

In the spring following the workshop in which the list of goals and objectives had been developed and soon after Ms. Josephs took over as project director, Stanton's principal arranged two staff development days devoted to having teachers go over the past summer's plan, make comments and revisions, and submit reports to him. The project director helped to plan the follow-up second session. Combining the results of these sessions with the results of the survey which the project director conducted of the Stanton staff, she presented to Alvin Gross a proposal for consolidating and clarifying planning for Stanton which would include input from Stanton's staff. (Appendix 4.) The project director met with the principal and his two assistnats to forge a proposed 1976-77 school-wide plan for Stanton. The new plan incorporated the basic ideas of the previous documents but refined the statements of goals to make them clear, consistent and independent of each other, and included a smaller and more manageable set of objectives which accompained each goal.

The resulting plan included three goals (for complete plan see Appendix 4):

- Create an atmosphere for constructive work and quality education.
- Improve student-teacher-parent relationships.
- Foster faculty unity.

The revised plan was presented to the faculty during the first weeks of school. Teachers were asked to indicate their agreement and commitment to each of the proposed goals and objectives and the planned strategies developed by the administrative team. Securing both the agreement and the commitment of his faculty was important to Gross, and the project director worked with him to develop this notion within the context of disseminating the school plan to the larger school staff. The generally positive response to the plan was expectable since Stanton's faculty had been involved in planning right along and this plan represented only a streamlining of, not a departure from, the plans they had developed the previous school year.

Clark responded enthusiastically to Josephs' request that he work with members of the school community on the problem of low reading achievement at Wood. He invited individuals, whom he felt should be included in any planning body at Wood, to attend a workshop during the month before school resumed. The project director worked with the principal to draft a proposal to the superintendent outlining Wood's intentions for the August activities. Josephs had judged Wood not to be ready to develop a full-fledged school plan since they had not actively participated before in project activities. She suggested that they devise a plan for reading, a task she felt Wood could more reasonably be expected to accomplish given their level of experience. Josephs herself did not attend the August meetings, but another member of the Teacher Development Cooperative staff, who was connected administratively to the project and who had worked with Dr. Clark before, represented the project at the meetings. While the group originally intended to meet to devise a plan for reading, they spent the two days preparing a school plan which consisted of philosophy, goals and objectives for the 1976-77 school year. (See Appendix 5 for complete version of the plan.) Many of the goals included in the plan that they devised without Josephs' advice were naive or unreachable in Josephs' view. Some examples from the 14 goals listed included the following:

- To develop a personal ethical code which is consistent with the ideals of democracy.
- To be able to communicate effectively.
- To attain satisfactory emotional adjustment.
- To understand our culture and try to foster international peace.

These represent a selection from the list of goals and show the range of types of goals proposed at this stage.

Summary of the Project Director's Activities in Getting the Staff and the Principal to Create a Working School Plan

The project director sets a definite goal for herself. (In this case, to have schools develop a working school plan by November of 1976 with the input of all staff.) Along with having set a definite goal for herself, she defines what she means by a working school plan -- it would consist of philosophy, goals, and objectives defined according to specific criteria, but it would not be seen as a final document; it would be subject to revision. She assesses the existing situation by surveying staff, observing and talking to the principal, administrative staff, and teachers to determine their thinking and routines, and to get a sense of the interaction among staff. She gains the cooperation of the principal by meeting with him to inform him of her goals, to review progress, to get his input, and to develop plans. In her meetings with school staff she limits the time, and always uses an agenda. She is also sure to follow-up on anything that is started. She provides assistance, and guides the principal to perform activities related to the project himself. She encourages the inclusion of other members of the school community, always consulting the school staff, understanding their points of view by talking to them and surveying them, working with the principal to plan ways to disseminate information to staff and others.

What differences were there between the two schools in terms of the project's working with them to get a working plan? Wood was far behind Stanton initially in that no school plan existed. It was also a much larger school with more basic discipline problems. The project director had to start the planning process at Wood and the first method she used failed. She succeeded at Wood by focusing only on the one aspect of the project that had meaning for the Wood staff. Another difference between the two schools was that at Stanton there was a wider knowledge among faculty about planning and there already existed several older plans. Therefore, Stanton's plan for 76-77 was more refined than the one developed by Wood's staff in August. The task of the project director was to get a focused plan at Stanton, and to get a plan at Wood.

CREATING A STRUCTURE TO SUPPORT PLANNING IN THE SCHOOLS

In order for planning and the implementation of plans to continue in the schools, a structure must be created which will support planning. The structure must allow many members of the school community to be reached as planning and implementing plans occurs. Another feature of the structure is that it must enable the project director to work with a small group of school staff and others, while at the same time it must maximize the potential for dissemination of information, skills etc. throughout the school community. This feature requires that the make-up of the group reflect the patterns of influence familiar to members of the school community and that group members be representative of important constituencies in the school community.

The first chapter provided some background information concerning the patterns of interaction among staff in the school and the principal's conception of his role as leader of the school. Differences between the two schools with respect to these two characteristics are reflected in the different forms these structures to support problem-solving assumed in each school.

The project director did not set up the planning groups herself. Rather, she encouraged the principals to set up the groups, she made suggestions to the principals based on her own understanding of how the school staff at each school was typically included in school-wide deliberations, and of the patterns of communication among critical groups in the school community. This section will review what she observed in the two schools. Following this is a description of the planning structures which the principals set up.

Getting Background

There are two aspects of school context which the project director considered in making recommendations to and overseeing principals as they set up planning groups in each school. The project director sought to take into consideration those factors which resulted from the activities of the early project -- structures the old project may have already created and the inroads which had been made with school staff. The second aspect of the school context which the project director considered with regard to setting up planning groups was the typical patterns of interaction and activity in the school not related to the project. The following discussion will treat the first aspect of school context considered -- the results of early project activities.

As a result of participation in early project activities, Stanton formed an MBO committee. This group consisted of several teachers who had attended a workshop conducted during the first project director's administration. The MBO committee was charged to spread the word of MBO to other faculty members. Although the MBO committee had ceased to function, the term was one teachers recalled and identified with the project. The first project director had also created the role of site coordinator, a teacher in the school who would act as liaison with the project. This was a role Josephs inherited and one which she had to define. Teachers had not been elected to the site coordinator positions, but had been chosen by the first project director. During her first few months as director, Josephs held site coordinators responsible for reporting in a systematic way on the progress of activities associated with the project in the schools, and provided them with training in a process approach.

At Woods, few inroads had been made with anyone in the school besides the principal. Although the first project director had tried to start a committee, similar to the MBO committee at Stanton, called an Ad Hoc Committee, this committee never reported back to her and she directed her attention to other efforts in this regard. The early project had had no effect on the organization of Wood.

Existing patterns of interaction are a second aspect of school context which shape the forms taken by the planning groups. Other than those which resulted from participation in early project efforts, existing structures which might suggest the form that a planning group might take were noted by the project director. At Stanton, the principal customarily had the faculty form into groups according to their interest in a particular problem area or goal. Before their involvement with the project, teachers at Stanton had been organized into committees designed to explore or identify problems. After the formation of the list of goals and objectives from the summer workshop, for example, several committees which addressed particular objectives were formed (e.g., The Rewards Committee, the Security Committee). Typically, teachers volunteered to participate on a committee and the more active among the faculty assumed leadership roles.

The project director also noted existing patterns of interactions and structures at Wood. Clark typically relates to the faculty through the representative groups elected by them -- the Steering Committee and the SCP representatives. He relates to the community through the structures of local community board.

Those groups who are critical within the school community present another feature of the school context reflected in the composition of planning groups. Original project goals included gradually moving out from the principal to include teachers, students and parents in mutual goal-setting. The project under Ms. Josephs retains this central concept. The planning group, reflecting as it does the patterns of influence in the school, also reflects the sources of influence as these are perceived by school personnel. As previously noted, the project director did not prescribe the composition of the planning group, but rather left it up to the principal to determine how the groups should be formed and what their makeup should be. However, she tried to be sensitive to critical groups in the school community -- that is, those who would be important in insuring that the results of planning would be widely accepted and that no destructive pressures would be brought to bear. Josephs was explicit in requiring that teachers as well as administrators be included in the planning groups. She considered the principal's decision to include other groups desirable, but she did not prescribe the composition.

Stanton is a school without a community. The parents of its students, living far from the school, have not been vocal in Stanton's affairs. The principal of Stanton feels that the parents of Stanton's students are largely satisfied with the school. He says, "They leave us alone, which is a kind of support people don't talk about." He feels that parents are quiet because they know that the school is stable, the faculty and administration having been associated with Stanton for a long time. This does not mean that parents are not important to Stanton. One of the school goals aims at increasing parent involvement and communication with staff. From an earlier discussion, one can conclude that Stanton has to keep parents satisfied by keeping them informed of the good things that Stanton is doing for their children, but it does not have to include them in decision-making to keep them happy.

In terms of the community, Wood presents a different picture. The community surrounding Wood has been involved in the schools in that district since the late 1960's. Where problems have arisen, community leaders have sought to get to the heart of the matter and to bring pressure to bear where ever appropriate to alleviate problems. Local community leaders see Jim Clark as the saviour of Wood; he brought order to a troubled school. When there was talk of his transfer to a new school being built in the area, parents and local board members clamored and fought for him to stay at Wood. There have been many other matters in which the local board has gotten involved and it is a force for the principal to reckon with. For this reason, the principal recognized the need to include the board in any planning body which he would set up. Wood's principal also feels that the teachers of outside programs have a responsibility to get involved in the issues that the school faces if they are going to work in that school. For that reason, Clark eventually determined that instructors associated with supplemental programs would also have to sit on a planning board.

Starting the Planning Groups

The project director encouraged each principal to designate a group or groups in each school which would serve as the focus for training in the MBO process as she defined it and which would become a "leadership core"* in each school. At Stanton, the project director encouraged the principal to renew the MBO committees. In a fashion similar to tactics he had used in the past, the principal asked teachers to volunteer to work on one of the three goals of the school plan. Of the faculty, 24 of 35 signed up for the three MBO committees. (Eventually, almost every teacher served on one of the MBO committees.) The MBO committees were charged with three tasks at that point; to revise the school plan, to investigate areas of low staff commitment, and to create an evaluation design. Each MBO committee elected a teacher as chairperson. (A portrayal of the organization at Stanton is in Appendix 6.)

At Wood, the planning body which met during August to draft the first version of a school plan was designated by the principal as the Wood Advisory Task Force. (Hereafter referred to as the Task Force.) In addition to the members of the school staff and the local board who had attended the August planning meetings, the resource personnel from the Right to Read program and the Answering to Educational Needs** program were included as members of the Task Force. (A portrayal of the organization at Wood is in Appendix 7.) The Task Force was charged with reviewing and revising the school plan, and implementing the objective, "to improve the reading scores of 80% of the students by one grade level by the end of the school year." (See school plan in Appendix 5.) The principal was the chairperson of the task force, and he designated one of the teachers as co-chairperson.

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*Language from Phase III proposal.

**A federally funded project to establish reading centers and math labs for teacher inservice training.

Summary of Activities in Creating Structures for Planning

The project director set as a clear objective the creation of structures in each school which could serve as a focus of training and as a means to influence planning throughout the school community. She assessed the existing situation by reviewing the accomplishments of the first project director and by meeting with the principal and staff so she could be sensitive to the patterns of influence and critical groups characteristic of the schools. She encouraged the principals to form long-standing groups to focus on reviewing, revising and implementing plans.

The differences in the kinds of structures formed at the two schools reflect the differences in the patterns of influence and interaction and the critical groups in the school community. The groups at Stanton included almost every teacher in the school, who divided up according to goals. Each committee had a substantive focus. At Wood, the Task Force included only a small group of teachers, all of whom were elected to the positions which put them on the Task Force. They were focused as a group on the general issues of problem identification and assigning responsibility for areas of the school plan. At Stanton, the principal and his assistants would play an overseer role for the three MBO committees, while at Wood, the principal set himself up as the direct leader of the Task Force and designated his assistants as an "advisory" group.

THE PROCESSES - TRAINING PARTICIPANTS

Participants in the project must become proficient at using the MBO process and they must recognize its applicability to a wide range of problems and concerns. The project director wants to teach the process in such a way that the school staff will "internalize" the process, lending enduring shape to their outlook and approach to problem-solving. Also, she wants the school staff on all levels to be skilled in the use of the process, enabling teachers to be better managers in their outside of classroom roles as well as making the principal and assistant principal skilled managers in their primary leadership roles. Training is the major focus of most project activities, all activities are, in one way or another, a part of training in the MBO process. Training really starts with the first interaction the project director has with school staff and is ongoing through the project's operation in schools.

Because training encompasses all project activities this section of the second chapter will be organized somewhat differently than other sections. Training is described paradigmatically rather than as sequential events. Training is characterized as occurring in three ways - through formal training sessions, informal training sessions, and through the project director modeling the process in all her interactions with the staff. Training is focused on three groups within the school community -- the principal (and/or administrative assistants), the planning group, and others in the school community. (Others can include parents, students and administrators or members of planning groups in roles outside the planning group). The project director uses two guiding principles in all her training. The first is that leadership roles in the school setting and in the structures set up by the project should be reinforced by and through training. This requires that the project director keep the principal ahead of the staff in training and that the principals or designated chairpersons should be encouraged and assisted to do the training of staff. The second guideline requires that all training focus on the real issues and concerns of school personnel -- a school-wide plan, the personal management plan of the principal, or pressing problems. This section will describe in general the three ways in which training occurs, then it will describe how these approaches to training were adapted for use with members of the three groups -- the principals, members of the planning groups, and others in the school community. Examples of problems to which this process was applied will be given.

Forms of Training

Formal training has the explict purpose of imparting uniform knowlege of the MBO process to a group of individuals. A secondary purpose is to carry out some part of the process with real concerns. A formal training session is always prearranged, its topic announced and agreement to attend secured. The session is organized according to an agenda, which lists the project director's own behavioral objectives. The tool for formal training is the development and implementation of a plan. The plan may be the working school plan discussed earlier. The MBO process is taught within the context of developing, refining and carrying out plans. Formal training sessions may occur at the school or at another location, after school or during staff development time. The setting depends on the size of the group and the demands of the situation. Sessions are always limited in time to two hours and maintain focus on the agenda and the attendant problem. Before a formal training session is over, the date and topic for the subsequent session is agreed upon.

While developing plans is a tool for formal training, it is an explicit purpose of informal training. Imparting knowledge of the MBO process, the explicit purpose of formal training, is an implicit purpose of informal training. In the minds of the school staffs, during meetings when informal training occurs, the project director is specifically meeting with them to design plans, and to work on related activities. The project director also sees these meetings as opportunities to provide further training in the use of MBO. The recipients of informal training usually are in leadership roles -- the principal, or assistants, or the chairperson of the planning group. Meetings during which formal training occurs also have been pre-arranged. Informal training is done with an individual or small group, therefore the setting is usually in a small room, an office or a classroom. As she does in any prearranged meeting with school staff, the project director uses an agenda which may or may not be formally written out. Meetings during which informal training occurs continue for a limited period of time, one or one and a half hours. During the entire period, focus remains on the agenda. In keeping with her policy, Josephs makes sure that the date and agenda for the next meeting are set before the end of a session.

The project director models the MBO process in all her interaction with the staff. Modeling sets an example for the staff in applying aspects of the process to a wide range of problems and in teaching it to others. Solving a problem is the explicit purpose of an interaction where modeling is the primary training method. Training is, of course, implicit. Modeling is also a part of formal and informal training. For example, the project director uses a type of agenda in formal training which corresponds to a technique for instructional management which teachers were required to use in their classrooms.

In addition, the project director always uses an agenda, limits the time focus of meetings, and always takes an organized approach in all her efforts with school staff, practices she advocates in her formal training with school staff.

Training the Principal

The project director had already covered the elements of a plan with both principals in developing the working school plan. She chose to immerse them in the language and habits of the MBO process by first providing them with a formal training session. This formal training session for the two principals occurred prior to training, either formal or informal, with other staff. The purpose of the first session was to present to both principals a general overview of the MBO cycle and to develop expertise in the first three parts of the MBO process, problem identification, goal setting and objective targeting. The session occurred at the TDC office on a Saturday morning. The objectives for the session, listed in the agenda, were: (See Appendix 8 for this agenda)

1) List the major components of the MBO cycle (planning, implementation and evaluation)
2) In regard to planning, differentiate between philosophy, goals and objectives
3) Identify the four components of a management objective
4) Carry out a force field analysis of a goal
5) Develop a flow chart or action plan for the accomplishment of a management goal.

Following the formal training session, the project director set up a series of meetings with each principal in which she provided them with informal training in the MBO process. She refers to these meetings as a follow-up to the formal training session in which she assists the principals, and in the case of Stanton the assistant principals, in developing their own management plans. The four follow-up sessions occurred while training with the planning group was going on, but she taught parts of the process to the principals before these parts were taught to the members of the planning group.

Following the formal session, Stanton's principal requested that the project director work with his administrative team to train them in the process. The project director focused on developing a management plan for the team. During the first session, the project director led the principal and his two assistants through the discussion of the parts of a plan, having the participants differentiate between management and instructional objectives. As recorded by the project director, the team identified their goals as:

1) To implement CBE* awareness as directed by the superintendent
2) To implement/evaluate the school plan
3) To have all students in every grade achieve (be promoted)

Objectives for each goal were formulated and members of the administrative team divided the responsibilities among them. (See Appendix 9 for a review of the first session with the administrative team.) In a subsequent planning session with the administrative team at Stanton, they condensed the three goals into a general goal of individualizing instruction, carried out a force field analysis, and designed an action plan for the goal. (Appendix 10)

The project director provided informal training to Wood's principal by working with him to develop and carry out a management plan. In contrast to

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*Competency Based Education, an approach to instruction and schooling that the Federal City public schools are in the process of adopting and implementing. CBE will be discussed more fully in Chapter 3. From a CBE perspective, subject mastery is determined by mastery of the specific skills designated in each subject area.

Stanton, where she worked with the three member administrative team, she worked only with the principal at Wood. In a series of three sessions, occurring in conjunction with Task Force formal training, Joseph and Clark came up with a management plan for the principal consisting of five goals and an action plan for each goal. These five were derived from eleven goals the principal originally identified. During the sessions in which Josephs worked intensively and purposively with Clark, she helped him to prioritize the goals and to combine them into the following management goals (as recorded by the project director):

1. to direct how the task force is used by evaluating its 1977 activities.
2. to develop a strong, well planned instructional program, emphasizing basic skills, within the framework of CBE -- reading, writing, speaking and listening (communication skills) computation (consumer/producer skills)
3. to develop clear-cut responsibilities for assistants
4. to rate all teachers and assistants
5. to develop strategies to respond to regional, central office and local board requests for data

In subsequent sessions, Clark and Josephs conducted force field analyses and developed action plans. Figure 2 illustrates a sequence for goal #1 above.

The project director modeled the MBO process to principals and their assistants in both the formal and informal training sessions by using agendas, focusing the meetings only on accomplishing the goals of the agenda and limiting the length of sessions. She also modeled the MBO process when she worked one-to-one with the principals. An occasion for modeling occurs when she works with principals to prepare them to lead training sessions themselves. Josephs agreed to Stanton teachers' request that she teach force field analysis and action planning to the entire faculty, but only if Gross would lead part of the session. She and Gross worked together to develop an agenda for the sessions, assigning Gross responsibility for the general presentation of the

GOAL: to direct how the Wood JHS Advisory Task Force is used by evaluating its 1976 activities and monitoring and evaluating its 1977 activities.

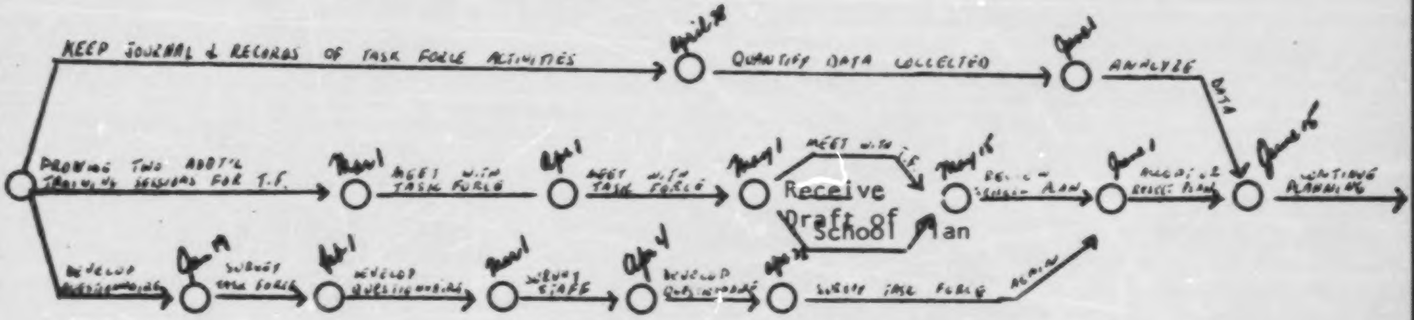
HELPFUL FORCES	CONSTRAINING FORCES
--F.J. wants it done	--some SCP not supportive
--J.C. wants it done	--Jim has a time constraint
--local board and department chairperson and some SCP want to see a well thought-out school plan in operation	--the questionnaires are not developed.
--F.J. is already keeping a journal	--the Task Force has only committed itself to 2 or 3 training sessions at this point
--two training sessions have already occurred	--Task Force membership may change due to elections

Action alternatives:

We need to: practice good planning always
develop the questionnaires
continually provide motivation and incentives to the Task Force
provide orientation to any new Task Force members

The action plan that was developed is attached.

Action Plan for Principal Jim Clark


KEEP JOURNAL & RECORDS OF TASK FORCE ACTIVITIES
April 8
QUANTIFY DATA COLLECTED
June 1
ANALYZE DATA
PROVIDE TWO ADDT'L TRAINING SESSIONS FOR T.F.
March 1
MEET WITH TASK FORCE
Apr 1
MEET WITH TASK FORCE
May 1
MEET WITH T.F.
Receive Draft of School Plan
May 15
REVIEW SCHOOL PLAN
June 1
ACCEPT/REJECT PLAN
June 15
CONTINUE PLANNING
DEVELOP QUESTIONNAIRE
Jan 15
SURVEY TASK FORCE
Feb 1
DEVELOP QUESTIONNAIRE
March 1
SURVEY STAFF
Apr 1
DEVELOP QUESTIONNAIRE
Apr 15
SURVEY TASK FORCE AGAIN

Force Field Analysis and Action Plan For One of The Goals of Clark's Management Plan

Figure 2

components of a plan, MBO committee chairpersons' responsibility for reporting on the progress of the committees, and Josephs' responsibility for the remaining training tasks. Josephs then reviewed with Gross what his portion of the session would cover. With Clark, Josephs performed a similar service, helping him prepare to give a presentation to a group of junior high principals on the application of MBO at Wood. In this session she asked Clark to discuss his goal for the session, worked on objectives and worked with him on activities he might use to reach these objectives. Finally, in her words, "We also tested ourselves on the objectives so we were clear on their purposes." (See Appendix 2 for a review of this session.)

Another occasion for modeling the process to principals is when the project director helps them solve specific problems identified on their management plans. She assisted Gross in developing a program to reduce the number of 9th graders who fail. After Gross collected and analyzed data on 9th grade failures, Josephs assisted him in creating an action plan to deal with the factors contributing to the failures. Over several sessions the project director met with Gross and others whose help Gross enlisted, to create and implement a 9th grade failure program which succeeded in meeting its goals.

Training the Planning Group

Formal training in MBO skills proceeded differently for the planning groups formed at each school. At Stanton, formal training occurred in staff development sessions where the entire faculty was exposed to the language and skills of the MBO process. The idea for a session with the entire faculty was suggested by MBO committee members and SCP representatives who had participated in informal training which Josephs had conducted when she attended an MBO committee meeting. They felt that, since almost all faculty were on an MBO committee, training efforts might be streamlined by having all faculty present at one time. The first staff development session devoted to the MBO process was led by Gross and Josephs (see discussion of modeling with the principal above). Gross presented the elements of a school plan; the faculty decided they were ready to begin developing strategies to implement the plan. Josephs then led the faculty through the development of an action plan for one of the objectives: "By January 1977, disorderly conduct in the halls will be eliminated." (See plan, Appendix 4). Josephs led the group through a definition of disorderly conduct and a force field analysis of the objective. (Appendix 12) In an effort to limit time, Josephs assigned the task of developing an action plan to the MBO committee for goal #1 and requested that the committee present the action plan to faculty at the next staff development session. (At this meeting, the MBO committee on goal #3, fostering faculty unity, suggested its own dissolution because members felt faculty disunity was not really a problem at Stanton. The members of this committee joined the committee on goal #2 - improving faculty-student-parent communication.) The project director also arranged additional formal training for faculty at Stanton by offering a two-credit course called MBO for the Classroom Teacher. The course, attended by two administrators and ten faculty members, was taught by Josephs and Dr. William Crandon. This course connected MBO with the Competency Based Curriculum (CBE) thrust planned for the coming year in Federal City schools. Competency Based Education is an instructional approach which defines subject areas as a set of skills so that progress in subject areas can be determined with regard to students' competencies at the particular skills identified. The school system declared 1976-77, Josephs' first full year with the project, CBE Awareness Year and carried out procedures for disseminating information about CBE throughout the schools. CBE will be discussed in greater detail in Chapter 3.

Dr. Harvey Wallach, co-author with Dr. William Crandon of The Successful Teacher (n.d.), was a major consultant to the Federal City Schools and to the central CBE planners. Josephs hired Dr. Crandon, an acknowledged expert on educational planning, as a project consultant; he contributed significantly to Josephs's definition of the MBO process.

The major goal of the course was to demonstrate the similarities between MBO as a management system of planning and CBE as an instructional system of planning. Josephs led the first half of the course. Students learned to differentiate between the managerial roles of the teacher inside and outside the classroom, and to create both managerial and instructional objectives following the criteria of the MBO process. Dr. Crandon led the second half of the course in which he taught those who attended to create learning hierarchies* and other skills required by CBE. (Course Syllabus in Appendix 13.)

Formal training at Wood took place in a series of three training sessions conducted with the Task Force. The project director sought their cooperation in a meeting with the Task Force, where she presented the project's rationale for training, explained management by objectives and described the purpose of training -- the revision of the school plan and integration of CBE into the plan, and the transference of MBO skills to CBE. Members of the Task Force agreed to attend three training sessions to be held after school in successive months. At the first session, the Task Force learned the parts of a school plan as they reviewed and criticized their own school plan which had been developed the previous summer. During the second training session, one of the objectives in the plan, "80% of Wood's students will improve one grade level in reading by June 1977" served as a mechanism for teaching force field analysis. In a third training session, force field analysis and action planning were taught as Task Force members focused on the goal of creating a school plan for the coming school year. (See Appendix 13b for the agendas for the three task force training sessions.)

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*A learning hierarchy is a set of behavioral objectives organized to show the order in which skills should be learned and the relationships among skills to be learned. (See Figure 3, p. 91, for examples)

Informal training occurred with leaders and members of the planning groups in their planning group roles. Informal training focused on preparing them to carry out the tasks of the planning group. At Stanton, Josephs met with the MBO committees on each goal to observe their activities and to offer assistance to them in carrying out the tasks of the committees. For example, the project director met with the committee on goal #1, to create an atmosphere for constructive work and quality education. In this meeting, led by the committee chairperson, they reviewed and revised their objectives and then Josephs helped them carry out a force field analysis and create an action plan for one of the objectives, "to get students to come to class prepared." On another occasion, she attended a meeting of the committee on goal #2 to improve faculty-student-parent communication. Josephs helped them design a survey for parents in regard to extra-curricular activity interests. Josephs also brought up the need to measure progress in meeting objectives and goals. She used the objective, to increase student participation in extra-curricular activities by 50% as an example, saying that data on existing activities and participating students should be collected as a base against which to measure improvement.

Informal training with planning group members also occurred when the project director worked with the leaders of the planning groups to prepare them to conduct training themselves. At Wood, the project director worked with the co-chairperson of the Task Force to help her prepare to lead the

Task Force through the final task in accomplishing its goal, "to create a school-wide plan for '77-78." Together, they developed a training package which included goals and objectives for each session. The goals were: to develop school-wide target objectives for each goal; and to deal with the measurement of each objective. The Task Force co-chairperson would lead participants in some initial training in the language and skills of MBO, then through a force field analysis of each school goal. Josephs' memo reviewing her meeting with the Task Force co-chairperson ends with, "we practiced by doing just that ourselves with two of the goals." (June 21, 1977 memo in Wood file).

At Stanton, the project director modeled the process as she worked with the goal #1 MBO committee chairperson and other teachers who were to lead a future staff development session. The meeting occurred under the leadership of the MBO Committee chairperson who used an agenda and led the teachers through a force field analysis of one of the goals set by the administrative team for the staff development session: to recheck staff competence in defining the nine action words*, behavioral objectives, learning activities and assessment task.

Modeling the MBO process for the planning group occurs within the context of formal and informal training. Modeling for planning group members also occurs in meetings; the project director has one-to-one with chairpersons and others to help them solve specific problems identified on school plans. At Wood, since Josephs herself needed data on the satisfaction of Task Force members with their training, she proposed to incorporate her survey into an action plan for the Task Force to accomplish the objective of getting staff input to the school plan being revised by the Task Force. Task Force members decided that they needed some information concerning members' satisfaction with meeting times and accomplishments. Josephs offered to combine in one survey questions which would serve both her own and Task Force needs. At the same time, she demonstrated the importance of, and a means to, evaluate progress and accomplishments.

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*These are the nine words to be used in writing behavioral objectives according to CBE materials.

Training Members of the School Community

The project director conducted formal training with principals and planning group members, who in turn provided formal training to others in the school community. At Stanton, the MBO committee on goal #1 conducted staff development sessions. In one session, the chairperson of the Committee on goal #1 presented CBE skills, specifically the design of learning hierarchies which entails writing behavioral objectives, constructing activities for objectives (action planning), and creating assessment procedures for the activities they construct (evaluation). At Wood, Task Force members who are department chairpersons, were to demonstrate and model planning skills to their department faculty.

Informal training with members of school staff other than the principal and individuals in their roles as planning group members occurs in two ways. The project director helps assistant principals or other school staff with specific problems or tasks they face. Josephs worked with one of the assistant principals at Stanton to solve the problem of teachers not handing in course syllabi. They identified contributory factors and developed a plan to deal with this problem. Informal training also occurs as planning group members work with other staff in a similar way as Josephs works with them. For example, planning group members may assist teachers to create course outlines based on CBE guidelines.

The process is modeled by the project director, the principal and assistants, and planning group members to other staff in several ways. The principals and planning group members in both schools began using the network type agenda, as it is used by the project director, in conducting their own meetings. Also, when the process is followed by the principal or chairperson, meetings remain on focus, are limited in time, and future meeting dates are set before meetings end. On one afternoon the project director spent at Stanton, Gross showed her an agenda he had used in a staff development session which included a hierarchy and objectives for the session. On that same afternoon, the assistant principal was using an agenda for a meeting with faculty on grouping students by skill levels. At Wood, the Task Force modeled the process as members sought the input of others in various departments to planning, and conscientiously shared the developing school plan with them.

Summary of Training Processes

The project director's activities as she conducted training were described at the beginning of this section in the description of the types of training -- formal and informal training, and modeling. Training proceeded differently in each school. Formal training with the planning group was more structured with Wood's Task Force than it was with Stanton's MBO committees. At Stanton, formal training was conducted as it was requested by staff, while at Wood the project director sought the commitment of the Task Force to a series of training sessions. Also, the MBO committee chairperson and Stanton's principal conducted some informal training and modeling themselves. At Stanton, informal training with the principal involved the development of a management plan with his administrative team. At Wood, the principal alone worked with the project director in developing an administrative management plan. Most staff at

Stanton received formal training in the MBO process and all staff received some training. At Wood, training was limited to the principal and Task Force members. Therefore a large number of teachers at Wood did not receive formal training during the course of the project's intervention. Stanton's staff and not Wood's participated in the course, MBO for the Classroom Teacher, although it was offered to teachers at Wood. Teaching Wood staff of the connections between MBO and CBE planning was done in the context of regular task force training and through a special workshop. Plugging into system-wide CBE activities became one of the objectives for the Task Force. Generally, Stanton started out ahead of Wood. Stanton's school-wide plan was much more well-developed than Wood's, because it represented the culmination of work by faculty and administration together at Stanton who were devoted to identifying problems and devising goals and objectives. Some of this work was done in the context of the early project efforts toward mutual goal setting and some preceded Stanton's project involvement. In a relatively short time, Wood managed to catch up in terms of training and organization. However, a great deal of training at Stanton could focus on implementation of parts of the school-wide plan, while training at Wood focused on the development of a more refined school-wide plan for the following year.

OVERSEEING AND ASSISTING IN IMPLEMENTATION OF THE PLAN

The final step in the MBO process is the implementation and evaluation of the strategies chosen by schools to achieve their goals. To a certain extent, the schools are on their own after action plans have been devised. The project director provides some guidance in planning groups as to which objectives they might concentrate their efforts on, but the responsibility for carrying out specific tasks has been assigned and rests with the school staff. In a sense, all the project can provide at this point is assistance in carrying out plan-related tasks, in overseeing the activities of the planning group and individuals responsible for carrying out parts of the plan, and evaluating progress toward meeting school plan goals. One way to assess project success at teaching the skills of the MBO process and at creating a capacity to solve problems is to look at the schools' progress toward reaching agreed upon goals stated in school plans. The discussion which follows will give some examples of the assistance the project director provided to schools and to principals to carry out their plans, some examples of interaction the project director had with staff as she discussed their monitoring of the plan, and finally the tabulation of goals and objectives met and not met.

Offering Some Guidance for Implementation

The project director felt that it was more important that the school staffs experience success in carrying out the goals of the school plan than that both schools be at the same stage of implementation. At the beginning of the school year in which the training took place Stanton's school plan was a more sophisticated document than was Wood's plan. As a result, the project director agreed with Stanton's staff that they were ready to implement the plan after they devised strategies to accomplish each objective. The project director decided that the Task Force should have a more limited focus within school-wide planning. Focusing on a major concern, she and the Task Force agreed to work toward the accomplishment of the goal concerned with reading and the objective to raise reading levels. They also agreed to develop a new school plan for the following year. The discussion which follows will deal with the implementation of the entire school plan for Stanton, but only with those two goals mentioned above for Wood.

Providing Support and Assistance

The project director effectively is finished directing activities in the schools after she has provided formal training and has assisted in devising action plans to accomplish the goals and objectives articulated by the principal in his management plan, and by the planning groups in the school-wide plans. At this point she asks that the school staff let her know how she can assist in carrying out its tasks. She makes frequent visits to the schools, talking with the principal and with planning group members responsible for specific tasks and one of the purposes for these visits is to offer her assistance and accept their requests. There are several ways in which she assists school staff in carrying out its plans. She helps with specific procedures, like designing forms for surveys or formats for curriculum writing assignments. She provides materials in the form of books, films, etc. She sets up courses on substantive topics to support aspects of the plan, and she provides consultants for substantive help related to tasks in the plans. She also can provide connections for the school staff with other schools, or with system officials who can be of assistance in carrying out aspects of the plans. Since there are two plans in each school -- the principal's administrative management plan, and the school-wide plan --she provides such assistance to the principal for carrying out his plan and to responsible members of the planning group for carrying out the school plan.

Several examples of the kinds of assistance the project director can give to principals can be described. One of Jim Clark's management goals, to develop an instructional program within the framework of CBE, had the following objective.

> By February 14, Jim will have designed a format for a CBE individual course plan to be used by departments for providing course

> objectives, evaluation and learning hierarchies with emphasis on teaching and basic communication and computation skills.

In a meeting with Clark, Josephs pointed out some problems with trying to use existing formats provided by the system and offered to help develop a more useful format. After the format was completed, Clark asked Josephs if she would make contact with someone at the system level who would be knowledgable about CBE requirements so that their efforts at Wood would complement system efforts. Josephs met with the chairperson for the city-wide CBE Awareness team and described the plans for Wood. She shared the format she had developed for individual course outlines at Wood and asked for suggestions. The chairperson made several suggestions to insure that Wood's activities fit into the city-wide plans. Josephs also met with the local region's liaison to secondary schools to brief her on the project's operations at Wood especially as regards the applicability to gearing up for CBE. At this meeting, Josephs presented this individual with several books and articles she used in defining MBO and in working with the schools. Finally, she coordinated the project's resources with region resources to provide funds for having William Crandon provide staff development to Wood teachers on how to develop learning hierarchies, a suggestion orginally made by the city-wide CBE Awareness chairperson.

Josephs also responded to a request made by Clark to help develop rating forms for teachers, another of his management goals. Josephs enlisted the help of the project's evaluator to develop the rating forms, and arranged for the evaluator to share the developed forms with Clark for his approval. Josephs arranged for two consultants to design and teach a course, Developing Reading Objectives and Learning Activities. The course is another instance of the project director's aid to Wood's staff in carrying out its plans. One of the objectives in Clark's management plan was to provide staff with training opportunities. The reading course helped him to fulfill this objective, as well as to provide assistance in reaching the school-wide objective of improving reading achievement. (Course outline Appendix 14). She also supplied Wood with copies of William Crandon's book, The Successful Teacher.

With the principal of Stanton, Josephs helped to plan and oversee the 9th grade failure project Gross had conceived of to fulfill his third management goal -- making sure every student gets promoted. Gross, one of the assistant principals, and a teacher met with Josephs and a consultant who is an expert on working with discipline problem children and who had led a well-received workshop at Stanton the previous spring. Josephs led the group through the MBO process to set a goal, to do a force field analysis, and to list necessary action strategies. Before developing an action plan, she led the group through a discussion of the roles of those who are affecting the ninth grade. The action plan was then drawn up. (Appendix 15). Josephs periodically conferred with the consultant to visit Stanton on another occasion to provide suggestions and assistance to Gross and others responsible for carrying out the project. The course, MBO for the Classroom Teacher, provided assistance to Gross, in fulfilling his first management goal, helping to carry out CBE Awareness, and to the committee on goal #1 in their objective to individualize instruction for each course taught at Stanton JHS.

Assistance in carrying out school-wide plans was also given to planning group members. Several "Reading in the Content Area" workshops provided for teachers at Wood and organized by the project director addressed the goal of improving students' reading achievement. Josephs also helped the Task Force in its efforts to develop a school-wide plan for the coming year by designing a survey for Task Force members, and tallying the results. The project director's assistance to the Task Force co-chairperson also addressed the goal of getting a new school-wide plan by assisting her in planning for sessions with the Task Force which she would lead to get them through the necessary steps to getting the Task Force to articulate goals, objectives and develop action plans for each objective. At Stanton, the project director's assistance to the chairperson of MBO committee on goal #2 took the form of helping to devise a survey for parents to address the objective of getting parent participation in school programs and activities. The project director also assisted the administrative team and the chairperson of MBO committee on goal #1 to plan a staff development session in which she would teach some CBE skills.

Monitoring the Monitors

In her frequent meetings with the school staffs, the project director not only asked how she could be of assistance in carrying out their plans, but she provided encouragement and generally oversaw their progress toward completing tasks in reaching objectives. Again, she worked with the principal to monitor his monitoring of his own progress in carrying out his management plan, and with planning group members to oversee their monitoring of the school-wide plan. Below are some examples of the project director's interaction with principals and planning group members as she monitored their own efforts to monitor themselves.

The project director held Gross to his promise to oversee planning at Stanton, as stated in goal #2 of the administrative management plan. (See p. 49 for administrative management plan goals for Stanton.) She noted that the MBO committees seemed to be unaware of their role in the total planning structure at Stanton. She also noted that training had been sporadic for the committee members. She discussed the problem with Gross and suggested a way she felt he could provide MBO committee members with a view of the total planning picture at Stanton. Gross agreed to meet with the MBO committee chairperson to do some training, but Josephs suggested that members of the two committees be included in administrative team planning sessions. Toward the end of the school year, Josephs put more pressure on Gross to start the committees working on drafting a new school plan for the coming year. She noted that this was not being accomplished and further, that the MBO committee set up may not be particularly conducive to future planning. She made some suggestions to Gross about how to go about involving teachers in the planning. On three occasions, Josephs brought up the question of progress toward devising a new school plan for the coming year and quizzed Gross on what he was doing to realize that objective. With regard to the 9th grade project which addressed the third management goal of the administrative team, Josephs kept tabs on progress being made toward completing the tasks devised to meet the goals of the project. She talked with Gross and with the responsible teachers and administrators when she visited Stanton. She also arranged for a consultant to spend a day at Stanton, and she reviewed with him his impressions of Stanton's progress in the 9th grade project. He concluded that the teachers were somewhat uncooperative, and Josephs went straight to Gross to find out what was or was not happening. In a meeting in Gross's office, they reviewed the action plan and Gross admitted to not having completed some of the tasks. For example, he had not had a meeting with 9th grade staff to gain its support for the project and its demands. He then explained what he would do to make up for the lost time. At a later date, the project director requested information about the data collected on the 9th graders who participated in the project. Gross had assigned the responsibility for compiling such information to an office assistant and Josephs worked with her to devise some ways of organizing the data to reveal the results of the 9th grade project. (Appendix 16).

Josephs worked closely with Jim Clark at Wood to complete action plans for each goal on his management plan (see p.50) and she herself assisted him in accomplishing many of the tasks. There were instances when Josephs refocussed his attention and efforts. During one period, he had not attended some Task Force training sessions and meetings. Josephs shared her minutes of these meetings with him to keep him abreast of Task Force activities in line with his first management goal, to oversee and evaluate the activities of the Task Force. In Clark's absence, she was drafted to lead the Task Force meetings, acting in a role she feared would encourage Wood's dependence on her. It was in response to Josephs' suggestion that Clark appointed a teacher as co-chairperson to lead Task Force activities in his absence. In regard to Clark's goal of developing a strong, well planned instructional program within the framework of CBE, Josephs suggested that Clark review the formats she had developed and revise their notions of when and how to get teachers to plug into CBE. They revised the action plan based on discussions Josephs had had with the city-wide CBE Awareness chairperson, and their assessment of where the teachers were in terms of skills. The new action plan included staff development which would provide teachers with skills in constructing learning hierarchies, a basic building block for developing CBE curriculum. Finally, Josephs worked closely with Clark and a consultant to critique and offer suggestions and revisions to the Task Force on the new school play they had laboriously prepared.

Josephs also worked with responsible members of the planning group in monitoring progress toward reaching the objectives of the school-wide plan. She worked with an assistant principal at Stanton to devise a system to monitor teachers' completion of course syllabi, required by goal #1, specifically, the objective to individualize instruction. (See Appendix 4). Josephs also worked with the chairperson of the MBO committee on goal #2, improving teacher-student-parent communication, to evaluate progress toward reaching the objective to increase student participation in extracurricular activities. At Wood, Josephs attended Task Force meetings and encouraged the participants to review their progress on the action plans and to revise their action plans according to the implications of their review.

Tallying the Results

At Stanton, where the entire school-wide plan was to be implemented, most of the objectives were reached. The project director, in her final report, listed the objectives and the accompanying strategies and indicated who was the responsible individual or group for each strategy and whether or not the strategy was carried out. Out of a total of 39 strategies proposed, 32 were completely carried out and 2 others were partially carried out. Many of the strategies listed under goal #1 related directly to CBE, and all of these strategies were carried out. Other objectives related to creating an atmosphere for constructive work, and such accomplishments as the establishment of a rewards system for students' good behavior, teachers assuming hall duty, and a system of hall passes were realized at Stanton. In regard to goal #2, improving teacher-student-parent relations, several teachers took the initiative in holding Parent Student Teacher Association meetings in the communities where the parents live instead of at the school. Also, the administration carried out many tasks related to increasing communication to parents about student progress and about school activities. Finally, the staff at Stanton drafted a school-wide plan for the coming year and the faculty approved it before the end of the school year.

According to the results of an evaluation conducted by the project director and the project evaluator, the staff at Stanton overwhelmingly felt that significant progress had been made toward reaching the two major goals of the school-wide plan. With regard to the first goal, to create an atmosphere for quality education and constructive work, 28 out of 30 respondents indicated that a great deal of progress was made toward reaching the goal. For goal #2, improving teacher-student-parent relations, 23 of 30 respondents indicated that a great deal of progress had been made. Most teachers at Stanton indicated in the survey that planning at the school, classroom, and departmental levels had improved as a result of their participation in project activities. Gross requested that Stanton become a pilot school for CBE for the coming year, CBE implementation year in the Federal City public schools. Stanton's participation in the project prepared Stanton's teachers in the language and skills required by the CBE approach, and probably contributed to Stanton being chosen as a pilot school. Furthermore, Stanton has been chosen as one of the sites for testing a new teacher evaluation model. Gross felt that he had achieved recognition in the eyes of his own staff and administration superiors as a good principal.

Wood had focused on accomplishing two goals. The first was improving the reading achievement of 80% of its students in that year. The strategies devised for accomplishing this goal included testing the students' reading levels early in the year and again near the end of the school year. The special reading programs were going to do testing anyway, so the Task Force decided to use these scores as the basis for measuring progress toward reaching their goal. Consultants provided sessions on "Teaching Reading in all Content Areas," and on developing reading objectives and learning activities. Each department wrote strategies for teaching reading in its content area and the

Task Force reviewed and synthesized a list of general strategies that all departments should employ. Two committees were established to carry out aspects of the goal -- a testing committee and a Right to Read Handbook Committee. Other workshops and staff development sessions were provided during the year. Although testing was done by Title 1 in the beginning of the year, the results of these tests were never reported to Jim Clark. Test scores were never analyzed and the post-test was never administered. As a result, the testing committee and the Right to Read Handbook Committee could not complete their tasks and meaningful evaluation toward reaching the goal of improving reading achievement was never accomplished. Staff at Wood felt that progress had been made toward reaching the goal of improving students' reading achievement but that more time should have been devoted to implementation of the strategies to reach that goal, especially testing. Wood's second goal, to create a school-wide plan for the coming year, was reached. The Task Force sought to include wider participation in developing objectives for the school plan by having each department send a representative to sit on an Objective Development Team. This team was led by the co-chairperson of the Task Force through force field analysis and action planning for each of the objectives. The school plan was submitted to the principal in June and the Task Force met with him in July to discuss the revisions he proposed. The plan was to be finalized in the fall. (Wood's principal was named acting principal of a new senior high school in the city for the coming year. The new acting principal of Wood, a former assistant principal, planned to have scheduled meetings in September of the following year to finalize the plan.)

Only one-third of the staff at Wood responded to the end of the year survey conducted by the project. Most respondents knew of the Task Force, but Task Force members and others generally agreed that increased feedback to the departments from Task Force members was necessary to make the Task Force an effective planning group for everyone in the school. Of the respondents, at Wood, even if they hadn't participated directly in Task Force activities, most noted that there were differences in the procedures followed at Wood, namely increased goal setting and problem identification. The principal felt that the project had a significant inpact on his own management ability and was particularly proud of the Task Force. He felt he had reached his own goal of becoming recognized as an educational leader in the school. (See letter in Appendix 17).

Summary of Activities of the Project Director in Overseeing and Implementing Plans

The project director met frequently with the principals, the members of the administrative team, the members of the planning group, and responsible teachers. In these meetings, she requested that the school staffs tell her how the project could assist them in carrying out aspects of the school plan and she monitored the school staffs as they themselves monitored their progress in reaching goals articulated in the plans. She provided assistance to school staffs in the form of helping with specific procedures, providing materials, setting up and/or teaching courses, providing consultants, and talking to individuals elsewhere in the school system hierarchy who might need to know about project activities. She kept on top of things by constantly checking with responsible persons in the schools to determine their progress and to encourage them or to make suggestions for revising their action strategies. She also evaluated her own progress toward reaching project goals in the schools. She and the project evaluator conducted a survey of school staffs to determine what their perceptions of the project were and whether they thought the project had made a measurable impact on the way schools conducted their business.

At both schools, throughout the training, and the implementation of the plans, the Competency Based Education thrust of the system took on increasing importance in the plans of both principals and for the schools as a whole. The project director sought to make the connection between MBO and CBC such that the project's focus could be strengthened as she responded to the concerns of the schools' staffs. The project director used the same consultant and his book in both schools to teach CBE skills to teachers. A great deal of her efforts during implementation focused on CBE in some way.

There were important differences between the two schools as they each implemented plans. The project director ended up working much more closely with Clark at Wood on his administrative management plan than she did with the administrative team's plan at Stanton. Josephs and Clark carefully attended to the wording of each goal, and worked through force field analyses to form an action plan for each goal. The project director also worked closely with Clark to oversee the implementation of his management plan. At Stanton, monitoring the implementation of the administrative management plan was less focused because aspects of the plan were never finalized. In addition, the project director had to "bug" Gross much more than she did Clark. Jim Clark was very good at delegating authority and tasks, and therefore the accomplishment of the action plan tasks could be his primary effort. According to Josephs, Gross easily allowed himself to get involved in things which others could be and should have been doing. The project director found that she could not trust Gross to follow the action plans as his primary administrative focus. Furthermore, Gross did not respond to being "bugged" as Clark did. Clark appreciated Josephs' method of following up on things and admitted that he believed she had a style which made her constant observation palatable to him, "she has that ability to cajole." To Gross this translated into the feeling that he was in a fishbowl because of the project director's constant observation. Gross contrasted Josephs with the first project director by saying that Blair had been "low key, Fran's a pusher." In operation, Josephs felt better about th Task Force as a planning group suitable for Wood than she did about the MBO committees. She sensed that the staff at Stanton was not really being included in school-wide planning since each committee had a narrow focus on one goal. She was toying with other possibilities for Stanton's structural set up for planning which would complement the informal nature of interaction there, but allow for the significant participation of the teaching staff in planning.

This chapter has presented a detailed description of the activities of the project director, and the project as it operates in the two schools. The next chapter will provide an understanding of why the project director did the things she did, and show how her strategy and methodology fundamentally changed the everyday life of the schools for participants.

CHAPTER III: WHY?

INTRODUCTION

Chapter II describes what the project director did; Chapter III will explain why. The many details, the chronology of events, and the things the project director and school staff said about what they were doing are further churned through an explanatory mill to furnish an explicit framework for understanding why the project works the way it does. To explain the Junior High Schools Network project as it came to look in its final phase, the notion that this project seeks to accomplish a particular kind of social organization in the school community will be used. The idea that the primary goal of such a project is to establish a kind of social organization in the school may seem unexpected in light of the explicitly stated goals of the funding agent and in project documents. NIE wished to explore a successful strategy to build a capacity for problem solving. Officially, the project was to teach a systematic planning process to the school staffs, in three junior high schools. It would seem more in line with the explicit goals of the funding agent, and the project, for the case study to review the benefits to participating schools of using a systematic planning process instead of a crisis-management model. That level of explanation, however, does not account for the full range of the project's activities and the effects of participation in the project on the school staffs. For example, the project director always attended to how the process would be used, as much as that it would be used. She does not measure her success by whether or not participants use the process -- but by who uses it, in what situations, and with which other people. Although MBO got top billing, the show would not have been the same without the supporting cast of activities by means of which the project director prodded and encouraged the staff to relate to each other in certain ways.

It is the social organization which results from using the process as the project recommended which promotes effective problem-solving. Problem-solving occurs because the school staff works together to define areas of responsibility, assign responsibilities, and carry them out. Josephs directed a project which taught MBO because she inherited it. Had she started from scratch, it is likely that whatever strategy she would have pursued would have promoted the kind of social order described here. Josephs related the project to CBE because it was a pressing concern for all school participants. Had she not so easily been able to link CBE with notions about teachers as managers, she would have developed these notions in some other way. Josephs was as concerned in focusing activities to structure interaction in particular ways as she was in teaching MBO. To best account for the variety and nuances of the activities the school staff performed in the project one should consider that the project teaches participants to view each other in ways which result in a school social organization which will promote problem-solving.

The point of view taken here is that project activities structure the interaction of participants in such a way that they come to adopt certain knowledge. Members use this knowledge to interpret each other's behavior and to judge what others' expectations are. In this way the social organization is negotiated. Therefore, for the social organization to be realized, participation in project activities is crucial if the changes in social relationships are to occur. This chapter will first discuss how the project director facilitated participation in project activities. Specifically, it will provide a discussion of how Josephs developed a strategy with which she felt comfortable and how she motivated participants to take part in the activities related to her strategy. This discussion will describe the process of fitting project strategy with Josephs' views and fitting project strategy with the understandings of school staff. Secondly, the chapter will discuss how the project facilitates change in school life by structuring interaction. This entails fitting action strategies with the underlying project conception. The fitting process is referred to here as the project director making sense of the project -- to herself, to the staff, and in terms of the implicit project goals.

FACILITATING IMPLEMENTATION

Developing a Project Which Makes Sense to the Project Director

Josephs was not excited about MBO when she first took over as project director. One of the consultants who had worked with the previous project director was alarmed at Josephs' initial lack of enthusiasm for the major component of the project's image - MBO. Josephs felt uneasy about the term. It conjured up images of efficiency, accountability and hierarchical structures which did not fit her ideas about the roles of teachers and principals. Although MBO had not been defined by the former project director or by the original project designers, the total lack of a definition of MBO further stigmatized the term for her. Other examples of undefined phrases used to refer to project goals include "mutual goal setting" and "gain the commitment of everyone in the organization to this process approach." Phrases such as these were used by the first project director in her interaction with school administrators and in her written reports. As long as they are undefined, they are hard to disagree with. For Josephs to feel a commitment to the project she had to define it. She had to make a project that matched her own notions about schools and was well thought out and meaningful to her.

Josephs combined her own experience in and knowledge of public schools with her developing awareness of what cooperating school personnel were asking for to address what she saw as NIE's request in its original announcement. Josephs' experience in public schools stands in contrast to the lack of experience of the first project director. Josephs was trained in the urban teacher corps in Federal City and taught for seven years in the Federal City public schools. The director of TDC, Mavis Cunningham, who taught with Josephs, characterized her as having been "a teacher who understood the system and could manipulate it." Cunningham goes on to say that Josephs had her own practical theory of teaching which she transposed to the situation of teaching MBO in the context of the project. "Josephs can translate abstract concepts and make them digestable, but I don't even pretend to know how she does it." Josephs' energetic and responsible approach to teaching to which Cunningham alludes corresponds to Josephs' own view of teachers as talented and capable of assuming responsibility in the school. Clark has noted that Josephs' experience in schools has lent her a perspective on school management which is sensitive to the nature of the principal's role. He also notes her skill in working with school staff with an ability to cajole and encourage without offending or overstepping bounds.

In her early months as director, Josephs sought to define what could be made better in each of the three schools with which she was to work. She used a method introduced to her by a consultant who worked with the Stanton staff on a discipline workshop soon after she became director. The method simply asks that she make three columns, the first to record where the schools stand, the third to record where she wanted the school to be, and the middle one to record her specific strategies to move the schools to where she wanted them to be. She talked to principals and she made her own determinations concerning changes in role relations within the schools as well as other needs expressed by school staff or perceived by Josephs. For example, Josephs quickly noted that administrative roles at Stanton were loosely defined. She conferred with Gross and made tightening of roles a task to be accomplished at Stanton. This means Josephs built upon real needs of the schools as expressed by school staff and as perceived by Josephs herself to be important, tangible goals for the schools. She used these needs to help her shape the project and make it personally meaningful, a project about which she could be enthusiastic.

Both Josephs' own experience and notions about schools and the realities of the school contexts served to shape the project. Both these contributing factors were further considered in terms of NIE's original mandate as Josephs saw it. As Josephs relates her view of NIE's request,

> I got the basic idea that the project was supposed to establish a process in the school that enabled them to deal with problems as they came along and that could be used after the project was gone, or whether the project was there or not.

Josephs did not believe that the existing project's accomplishments and promises contributed to the establishment of such an enduring mechanism. Rather than establishing a general process, applicable to a wide range of problems, the project under Blair had concentrated on specific problem solutions by awarding small grants to teachers who submitted proposals for problem-solving projects. Even this strategy was a reaction to what was considered a lack of visibility of the project in the schools rather than a project design initiative. Josephs recognized that to insure sustained problem-solving, she would have to stress and build supporting structures in the schools. While answering

NIE's demands, the general contours of such a process and structures would follow Josephs' own notions about schools and the roles and relationships within them.

The process which Josephs eventually defined represents an adaptation of MBO as the term is used in business contexts. As Josephs developed the process, there was a period of time during which she referred to it not as MBO, but generically as a systematic planning process. The process itself is an amalgam of techniques borrowed and adapted from various consultants with which the project has worked and put together by Josephs. The first step in the process, problem identification, and its particular methodology are from one source. Most of the remaining steps of the process have been adapted from a consultant Josephs worked closely with, William Crandon (pseudonym) the co-author of the books How to Meet Accountability (n.d.) and The Successful Teacher (n.d.) and author of a forthcoming book on long range planning for schools. The process was developed over a period of several months and with significant input from Gross, whose suggestion it was that Josephs recruit Crandon as a consultant because of his connection with CBC.

In addition to its contextual appropriateness, the process, as it was defined by Josephs, fits well with her notions about schools and social relations within schools. Wide input to decision-making occurs because it is required that the school plan be disseminated widely and subject to approval by the entire school community. The principal encourages significant input to decision-making by non-administrators through the mechanism of the planning structures. Other aspects of the planning process as Josephs defined it provide for role definition and assignment of responsibility. As they carry out the task of problem identification which visualizes the ideal, school staff agree on the areas of responsibility in the school. Through the action plan, school staff agree on the assignment of responsibility to specific groups or individuals. Thus, as they carry out the planning process, members of the school community negotiate a system of roles and responsibilities -- a detailed social organization.

Used as an individual approach to problem solving, the process gives participants confidence in their ability to deal with problems, thereby increasing the willingness to accept responsibility on the part of any member of the school community. This goes along with Josephs' notions about teachers as managers both inside and outside the classroom.

In Josephs' view two other attributes of the planning process contribute to its usefulness. Josephs conceived of the school plan as a mechanism to integrate project activities. School participants are able to relate the various workshops, meetings and other project related activities to the school plan. In this way, the plan helps project participants to identify the project with the planning process, rather than with specific problems or problem-solving efforts.

Secondly, the orderly and deliberate approach to the analysis of problems and charting of solutions appeals to Josephs. She prefers to work with the school staffs in a focused manner and she finds the process to be in line with her typical problem-solving approach, and one which she is comfortable using. The process offers a concreteness with its measurable objectives and its tangible, time-bound action plans. She finds herself to be very good at thinking out problem solutions in terms of action plans, where simultaneous and longitudinal charting of activities in time is depicited visually. It should not be thought, however, that alone such features of the process could constitute a project such as this. Those features which contribute to the realization of particular social relations are the crucial ones. Josephs once said that the particular process used is less important than that a process be used. From the analysis presented here, one would have to point out that this particular process is one which by its nature, contributes to the accomplishment of a social organization in line with Josephs' notions of roles and relationships in the school. Therefore, while she might have used another process, the particular process chosen still would have to be in line with her basic notions of school social organization.

Making Sense to School Staff

The above discussion detailed Josephs' adaptation of an existing project to make it her own. Not only did she have to stir up her enthusiasm and commitment, but she had to generate enthusiasm in and enlist the commitment of the school staffs. She accomplished this by building on the understandings of the school staffs. The discussion treats the understandings of the school staffs as two sets. The first consists of their understandings with regard to early project activities. Even though the new director intended to make fundamental changes in project strategy, the impressions the early project made on the school staff could not be ignored. The school staffs saw the project not as a new one but as a continuing one with a new director, and many identified the project with some aspect of early project activities. To facilitate the change-over, Josephs sought to use these understandings wherever possible.

The second set of understandings are those which the school staffs possessed as a result of everyday life in the schools. Josephs hoped the school staffs would see the project as useful, practical and worthwhile. To this end, she built on the understandings of the school staffs with regard to the pressing concerns, existing social relations and routines, and the skills and understandings of management already possessed by them. By gearing the project to these understandings, the project director sought to gain the commitment and sustained interest of the school staffs to participate in project activities.

Building on Understandings: The Early Project

Turning first to a demonstration of how Josephs used the school staffs' understandings of the old project, the following paragraphs discuss the school staffs' perceptions of the old project's identities and purposes which the new project director had to adapt.

Josephs uses terminology familiar to the school staff. Although it was undefined in early project activities, the term MBO was one which the school staffs most closely associated with the project. Even though Josephs herself shied away from using the term during her early months as director, she recognized that the association of the project activities with that term was strong in the eyes of the school staffs. For example, she did not seek to rename the MBO committees, since the name was familiar to Stanton's staff.

Josephs adapted ongoing project activities. Coming in as director of an ongoing project meant that Josephs inherited project components she had nothing to do with designing, yet was expected to carry out. As pointed out above in the discussion of Josephs' efforts to make the project her own, she did not consider that the accomplishments or ongoing components of the project contributed to building a mechanism for ongoing problem-solving. These components included a group of small grant awards to individual teachers who had proposed specific problem-solving ideas. The plan simply had been to supply funds to a few teachers who would carry out their own notions of how to solve the problems they had identified individually. In the minds of some of the school staff -- those whose projects were funded and others who had contact with the projects in some way -- the Junior High School Network project was seen primarily as a sponsor of the small grant awards. However, Josephs wanted the school staffs to identify the project with a general, process approach to problem solving. One way in which she sought to do this was to use the already existing project component, the small grants, as a means to emphasize process. Josephs devised a reporting mechanism for grantees to use in planning, monitoring, and evaluating their projects. After helping teachers get funding from other sources, the Junior High School Network project terminated the funding and support of the small problem solving projects.

Another component of the early project which Josephs inherited was the site-coordinator role. The faculty member at each school chosen to fill the role was supposed to publicize the project to others in the school as well as to provide feedback to the project staff about the school. The first project director selected the site coordinators from a group of applicants at each school. The site coordinator role did not fit with Josephs' notions of how to support the planning process in the school, nevertheless, she used the site coordinators during her first months as director further to identify the project with a process. She developed a role and tasks for site coordinators which set them up as monitors and reporters of the small grants projects and other school activities using a process approach. The planning structures formed in each school later in the project totally replaced the site coordinators. Both of these examples illustrate how, even though she disagreed with their purposes, Josephs built on existing project activities and adapted them to express her own conceptions.

The project director picked up on other project identities and associations in her efforts to make sense of the new project to participants. For example, as a result of a survey conducted during the first few months of her tenure and from her own observations, Josephs learned that many of the school staff at Wood identified the project with reading. One of the small grants awarded to Wood was for a sustained silent reading program, and during an interim period before Josephs became director, the project offered a series of workshops at Wood on teaching reading. Held at the request of Wood's principal, these workshops were the first project activity at Wood which reached beyond the administrative team. Since she was faced with the necessity of building almost from scratch at Wood, Josephs' efforts were facilitated by her conscious decision to play up the reading focus already associated with the Junior High School Network project by many members of Wood's staff. Also, she knew it was a concern on which the staff at Wood were willing to work.

At Stanton, Josephs built on an accomplishment of the old project's efforts when she used the list of goals and objectives Stanton's staff had developed as the basis for subsequent planning. Although the document developed in the early workshop did not conform to the school plan of Josephs' project, she was sensitive to the fact that the staff at Stanton had been through many similar planning sessions at which goals and objectives were developed. Each time they started from scratch, Josephs recognized that much progress had been made at Stanton in terms of the staff's willingness to plan, and their thoughtfulness about issues and goals at Stanton. She did not want them to start from scratch again, so the significant effort put into the creation of the list of goals and objectives became the basis of Stanton's school-wide plan developed under Josephs. Josephs built on an old project accomplishment known by the school staff to realize her own project strategy.

Josephs also tried to be sensitive to the understanding the school staffs had of the project purposes and the primary clientele. Although the project under Blair was intended to serve teachers, parents and students, it was generally viewed by principals and staff alike, as a management training opportunity for principals and administrators. Josephs played to this notion by working closely with the principals throughout the project, keeping them ahead of staff in terms of knowledge, and consulting them, and working with them to oversee all aspects of project activities in the schools. Although she expanded the clientele groups, her sensitivity to the school staffs' perceptions smoothed the way for the shift in emphasis.

Building on Understandings: Everyday School Life

The above discussion presented examples of how Josephs, in her design of the new project, made sense of the school staffs in terms of their understandings based on the old project. The discussion which follows demonstrates how Josephs made the project make sense to the school staffs in terms of the current understandings based on the everyday life of the schools. By making sense, the project gained the cooperation of the school staffs and their sustained commitment.

Focusing on real concerns. While the project sought to teach the school staffs a general planning process, the process was always presented in terms of the real concerns of the school staffs. The development of the school-wide plan is a significant tool to render the process meaningful. The project director had the school staffs develop the rough plans prior to formal training. Thus, when formal training began and the first three steps of the process were taught, the school staffs had their own work to critique, ponder and reconsider. The school plan provided a natural way for the project director to get the school staffs to come to agreement on the major problem areas as perceived by them at each school with a minimum of interpersonal contention and debate. Josephs always stressed that the plan was a working document, totally subject to revision. Consequently, although it was real, the school staff saw it also as a kind of tool. This view contributed to the prevention of factional debates over the relative importance of problems of phrasing. Teaching the process to individuals was further enhanced by the development of individual plans with the principal or others. Again, the steps of the process are demonstrated within the meaningful context of real concerns.

The project director makes no judgment as to what should constitute the content of the school plan, rather she respects the philosophies and expressed concerns of the school staffs. Her only intervention with regard to the substance of school or individual plans is to insure that goals and objectives are not unrealistically posed, making them too difficult to carry out. Josephs is conscious of insuring that the school staffs meet with success in carrying out the plan, and she will make suggestions or help the school staffs as they critique their own documents. At Stanton, clearing up disorder in the hallways was an important concern of the principal. Regardless of the importance of this concern in relation to larger educational issues, Josephs respects what the staff at Stanton consider important and establishing order in the hallways received much attention in the efforts to implement the plan that year. At Wood, where the initial working plan represented much less preparation than at Stanton, Josephs intervened to focus staff efforts to bring about a sense of accomplishment. Josephs considered Wood's working plan too ambitious and she encouraged the Task Force during formal training sessions to acknowledge this. They negotiated a solution - to work on one goal from the plan which they could all agree on as important, and set the additional goal of revising the plan based on their experience. They chose to concentrate on the goal related to reading in addition to formulating a new school plan.

A pressing concern for the staffs at both schools was the preparation for the system-wide introduction of the Competency Based Education (CBE) program for the coming year. Josephs' last year as project director corresponded to what system personnel called "CBE Awareness Year." During the year, teachers attended CBE Awareness activities planned by system officials and received CBE materials, distributed by CBE planners. The purpose of the Awareness Year was to provide members of the school staffs in all Federal City schools with the initial knowledge with which to implement CBE. The imminence of CBE implementation and the desire of each school principal to have his/her school effectively carry out CBE objectives made preparation for CBE an overriding concern of all members of the school staffs. Generally, the system's efforts to explain CBE were not sufficient to give either principals or teachers confidence in their ability to carry out the CBE mandate. Curriculum in all subjects was supposed to be revised to reflect the specific skills required, organized hierarchically, and to include exhaustive lists of behavioral objectives. CBE also required ongoing testing in each subject area to determine individual students' readiness and skill achievement. Eventually, system officials envisioned that the Federal City schools would be able to individualize instruction in each classroom, set criteria for successfully completing a grade level and for graduation, and standardize the students' academic experiences from school to school.

A special term and technique - the learning hierarchy - became CBE's contribution to planning tools for teachers. Taken from the literature on criterion referenced or competency based education, the learning hierarchy (See figure 3) is a way of looking at the multiple skills which must be mastered in a particular subject area depicted in the order in which they must be learned to facilitate mastery. Thus, certain skills may be considered prerequisite to other skills, or several skills may be taught together, their mastery leading to the mastery of more sophisticated skills. Not only teachers, but principals as well, have to learn how to construct and use learning hierarchies. Principals, in their roles as educational leaders in the schools, have to make themselves experts in the requirements of CBE.

That CBE was an important concern became clear to Josephs as she worked with the school staffs to develop school plans and with principals and administrative teams to develop management plans. Both principals were anxious to incorporate CBE in planning. In Josephs' words, "The project had to become CBE relevant, or it would have little credibility with any of the participants." Josephs accommodated this concern in two ways. Preparation for CBE became a part of each principal's management plan and each school's school-wide plan. In addition, Josephs intimately linked the purposes of MBO and CBE. At Stanton, goal #1 of the school-wide plan on individualizing instruction easily was expanded to include CBE preparation. The MBO Committee on goal #1 planned and directed a staff development session on CBE, and one assistant principal, who served as the administrative team representative for goal #1, was also on the school CBE team and generally handled curriculum development. At Wood, the principal's plan included the goal, "to develop a strong, well-planned instructional program, emphasizing basic skills, within the framework of CBE." Furthermore, the Task Force at Wood, in writing the new school plan, decided to incorporate the language of CBE and to include a commitment to the CBE plan and other CBE goals provided by the city-wide CBE team.

The strong connection between the MBO process and CBE was developed when Dr. Crandon became a consultant to the project. Alvin Gross, who was eager to prepare Stanton for CBE, noted that the city-wide CBE team was using the Crandon (pseudonym) book, The Successful Teacher (n.d.), as a reference. He suggested that Josephs contact Crandon or Wallach to make some presentations about CBE to the Stanton staff. Crandon and Wallach (pseudonyms) had also written a book called How to Meet Accountability (n.d.), which related concepts of planning to management theories, and Crandon was working on a book about developing long range plans for schools. Josephs succeeded in contacting Crandon, who was eager to work with local schools on these ideas. His participation was crucial. The MBO process as Josephs defined it took final form after Crandon began his involvement. Several of the definitions and exercises which Josephs included in the process, and as part of the training, came from Crandon's and Wallach's approach to planning.

Josephs developed a notion of the connection between MBO and CBE which served to strengthen the teachers' commitment to MBO as well as to improve their understanding of, and skills in using the CBE approach. Josephs (1977) describes the relationship in the following statement from her final report.

> The relationship between MBO and CBE was clear. One provided a management system of checks and balances; the other an instructional system. Both systems held the components of good planning, implementation and evaluation as crucial. While one system deals with the total management of a school, or a region or a system, the other concentrated on the classroom and the individual student and his/her learning.

Josephs draws a parallel between MBO, the process the project was mandated to teach, and CBE, an approach the school staffs were being expected by their employer to take. The strong relationship drawn made the MBO project a resource for schools on CBE and the MBO process a model for implementing CBE. School staffs at all levels acknowledge the value of the project in paving the way for CBE.

The parallel was drawn at every chance. The course "MBO for the Classroom Teacher" was jointly taught by Crandon and Josephs and demonstrated the skills necessary for CBE as well as the connections between MBO and CBE. Furthermore, in all the training sessions where Josephs stressed the various roles of the teachers, CBE was presented as the form of MBO which the classroom teacher used in his/her role as manager of instruction. Crandon presented a workshop on CBE to the staff at Wood and at another Jr. High School with which the project director was doing some linking activities. The course taught by Drs. Novick and Shelley at Wood on "Writing Reading Objectives and Developing Learning Activities" used the Crandon and Wallach (pseudonyms) text, The Successful Teacher (n.d.).

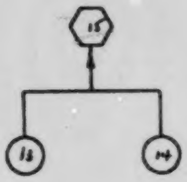
From the start of formal training, Josephs used the model for the learning hierarchy as her format for the agendas of every formal training session she conducted and in any other group activity. (See figure 3 and Appendix 8 for a learning hierarchy type agenda.) She did not, however, stress that she was modeling the development and use of learning hierarchies. Josephs modeled the learning hierarchy to teachers by using it as the format for her agenda, thereby successfully teaching the meaning, use and form of a learning hierarchy to teachers and administrators within a meaningful context -- training in MBO to develop school plans. So successfully did Josephs demonstrate learning hierarchies, that MBO committee chairperson, the Task Force

LEARNING HIERARCHY

FOR SECTION A

Section A is designed to enable the user of this manual to achieve each of the following objectives in the sequence shown in the Network.

NETWORK



OBJECTIVES:

13 Given a network of a learning hierarchy, identify or name the dependent relationships illustrated in the network.

Reference: Pages 13-39, Ex.A-1

14 Given a network of a learning hierarchy, name the several options a teacher has in selecting the order in which she will teach the objectives.

Reference: Pages 42-45, Ex. A-2

15. Given a learning hierarchy, apply all the rules for reading a learning hierarchy.

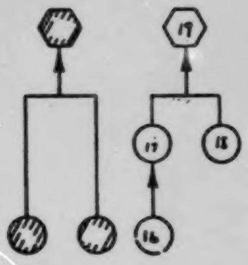
Reference: Pages 47-61, Ex. A-3

LEARNING HIERARCHY

FOR SECTION B

This section is designed to enable you to perform each of the objectives included in this learning hierarchy.

NETWORK



OBJECTIVES:

16. Given a hierarchy network, sketch a Version 4 or Version 5 "Road Map" for the hierarchy.

Reference: Pages 69-76, Ex.B-1

17. Given a hierarchy with a complex network, identify at least four sub-hierarchies and sketch sequential networks that you would hand out to your students.

Reference: Pages 79-84, Ex. B-2

18. Given a hierarchy network, design a record book for monitoring the progress of your students.

Reference: Pages 89-107, Ex. B-3

19. Write a letter or statement describing the function of a Progress Chart.

Reference: Pages 89-107, Ex. B-4

Learning Hierarchies as Presented in the Course, "MBO for the Classroom Teacher"

Figure 3

chairpersons and administrators at both Wood and Stanton used the learning hierarchy type agenda in their own training sessions or on other occasions when they were to make presentation to school system groups. One assistant principal, who was to make a presentation to a regional CBE team used the learning hierarchy format for her agenda and proudly showed it to Josephs after the successful presentation. (See Appendix 18.)

Sensitivity to the prevailing patterns of influence and power. In a similar fashion to the way in which project activities fit with the real concerns of the school staffs, project activities and the structures formed in the schools also fit with the patterns of influence and power which are recognized by the school participants. Again, it is seen as important that the project activities and the project related structures "make sense" to the project participants in order for them to understand their participation, to be motivated to cooperate, and to be able to continue to participate meaninfully in such activities and structures. The project director tailored the project to the school staffs' understandings of the patterns of power and influence in two ways which will be discussed below. First, she used the natural leadership already existing in the school to make inroads and to legitimize project activities. Secondly, the planning structures formed in each school reflect the prevailing patterns of influence and power in such a way as to maximize dissemination of information and the acceptance of the school-wide plan among the members of the school community.

Several tactics used by the project director facilitated implementation of project activities because they were directed at the staff's perceptions of leadership in the school. She made sure that her own role as project director was clearly understood by the school staffs as one of facilitator. She kept her distance from the actual work of implementing management and school-wide plans and never portrayed herself as a leader in any context within the schools. For example, she refused to allow herself to be cast as leader of the Task Force at Wood. She never conducted meetings of any kind except formal training sessions in MBO. At the same time, she did not want to present herself merely as an organizer of workshops and recruiter of consultants, but as a resource on planning. She clearly set herself up as the expert in MBO in the eyes of the school staffs at all levels. As she developed her definition of MBO she worked hard to learn its skills, and to understand planning well enough to be able to instruct the school staffs. She relied on consultants behind the scenes, for the most part, to advise her and help her interpret the reactions of the school staffs. She carefully structured the school staffs' face-to-face interaction with consultants so that these instances would be understood as related to carrying out the school-wide plan. For example, when Dr. Crandon presented his material on MBO skills for the classroom teacher in a workshop at Stanton, faculty perceived this activity as clearly for the purpose of furthering the work of the committee on goal #1 -- improving instruction. The school staff saw it as part of the role of the project director to help them devise their list of goals and objectives, and the workshop as an example of Josephs's ability to marshal resources in response to needs they themselves had identified.

Another example of the project director's tactic of using the natural leadership in the school is her practice of initiating activities with the principal. Josephs believed that it was important to project success to secure the cooperation and commitment of the principal as a first order of business:

> You can't function in the building without working closely with the principal. He needs the skills that you're going to be working with his staff on...he needs to be one step ahead of them. If he's not, he can make the situation impossible.

In her role Josephs endeavored to support and strengthen leadership. She arranges for the principal to become the MBO expert in the eyes of the school staff. It is also important to work through the principal since he is the official leader in the school. At a school like Wood, where the principal is recognized as the central authority in the school, the cooperation of the school staff in project activities had to be secured through the principal. Efforts of the first project director provide an illustration. The site coordinator, chosen by the project director rather than by the principal, was invisible to Wood staff. Other teachers at Wood were unaware that there existed a site coordinator. A second illustration comes out of the first project director's efforts to involve teachers in project activities. Clark declined to help the first project director, but he gave her the go ahead to try her own tactics. She called teachers during the summer to arrange a meeting in early August. Although she invested many hours of time talking to teachers on the phone and getting them to agree to attend the meeting, only one teacher of a faculty of 95 showed up.

Josephs was sensitive to the patterns of cooperation which existed among the members of the administrative team at each school. At Stanton, she worked either with the entire team or with the principal and one assistant principal who performed many of the substantive duties of the administration at Stanton. In contrast to this, at Wood, Josephs worked most closely with the principal, who maintained overall leadership responsibilities and delegated specific tasks to his assistants.

A final tactic related to this discussion was the project director's use of the natural leadership within the faculty to implement project activities. Josephs allowed the school staff to appoint chairpersons or group leaders, and she encouraged the planning group leaders to design and conduct activities related to carrying out the school plans. At Stanton, for example, the committee on goal #1 designed and conducted a workshop to assess teacher's knowledge and to teach some CBE skills to the staff. At Wood, the Task Force chairperson was encouraged to design the agenda for training additional staff in MBO planning so that they could reach their goal of designing a schoolwide plan for the coming year.

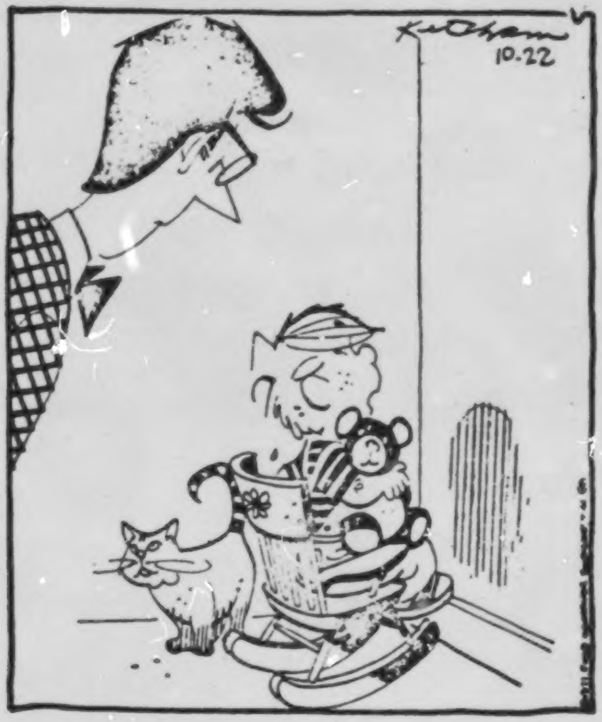
The second way in which the project director displays sensitivity to the prevailing patterns of power and influence in the schools is in the forms which the planning structures take. The second chapter described the structures formed at each school -- the MBO committees at Stanton and the Task Force at Wood. The differences between the structures at each school reflect the differences in the kinds of interactions and school social relations to which the participants are accustomed. Therefore, the planning groups had a natural fit; they "made sense" to the school staffs in terms of their understandings of typical roles and relationships in each school. At both schools, the principal was responsible for the formation of the planning groups. At Stanton, the MBO committees were formed in a fashion similar to that used before at Stanton. The entire faculty was asked to form groups to work on the problems in which they were most interested. The faculty was used to the procedure, and no hesitation or delay occurred. Eventually, according to Stanton's principal, every teacher on the faculty joined one of the MBO committees. At Wood, Clark determined the form the Task Force would take and what its power would be. Although the Steering Committee, SCP and local board members were elected by their constituencies -- they were directed to participate on the Task Force by virtue of their formal roles.

The composition of the planning structure requires representative members of critical groups in the school to maximize dissemination of information and plans, and to encourage acceptance by the wider school community. Therefore, the members of the planning structures must be recognized as representative of key school groups. What constitutes "representative" and "critical" also depends on the patterns of interaction typical at each school. At Stanton, the MBO committees have a fluid quality to their membership and structure. The small faculty and informal atmosphere makes it sensible to include everyone in planning. The MBO committees did not always function in isolation from each other. There were occasions when the entire faculty participated in training sessions, or a group of volunteers, cutting across the committees, attended a workshop. Membership on the MBO committees did not follow formal group lines as membership on the Task Force did at Wood. The Task Force consisted of only a small group of teachers and some community members who were the formal representatives of their constituencies. At Stanton everyone participated and representation happened by default. Attendance at the MBO committee meetings generally reflected the level of involvement of teachers in school-wide activities. Regular attendees became the larger faculty's representatives by default. The MBO committee chairpersons are considered to be the most energetic members of the faculty, and so have been entrusted with serving the best interests of those who don't care to participate as actively. Because all faculty were potentially members of the planning groups, none could disown the work of the committees. Josephs noted that Stanton's mode of interaction made setting up planning groups somewhat problematical. She recognized a tendency for the faculty at Stanton to work more comfortably as a whole group and, in the coming year, she planned to consider altering the form of her own interaction with faculty at Stanton to reflect this tendency.

At Wood, where authority resides unequivocably with the principal who relates to teachers and parents through the formal mechanisms of the steering committee, and SCP and the local school board, it made sense to include these representatives on the Task Force. Representation is deliberate at Wood and reflects its characteristically formal atmosphere. A tale from the first project demonstrates how important this sensitivity to the patterns of interaction, power and influence is to the success of the planning groups in carrying out project activities. The first project director decided that she needed to have someone in each school who could act as a liaison between the project and the school. The "site coordinator" role was announced and applications for the position were solicited from teachers. A few teachers from each school applied and the first project director selected one teacher from each to serve as site coordinator. Josephs inherited this plan. Although the site coordinators had been chosen, they had not met nor did they have a clear idea of what they were supposed to do. Josephs tried to define their roles and to have them monitor the small grant award projects, but she found that "only one of the site coordinators had any real respectability in the school -- at Moore. They were not people who could lead a workshop, they didn't have any real legitimacy." The project director's selection of the site coordinators without attention to the patterns of interaction typical in the school context rendered them useless to serve the functions necessary to represent the project to school staff.

Two other ways in which the project is made to make sense to the school staffs should be mentioned. The project director reflects a sensitivity to the skills and understandings already possessed by the school staffs and other members of the school community. The early activities of the first project director reveal that she assumed the school staffs lacked interpersonal or leadership skills. Hence, she concentrated on providing information and imparting attitudes which may have already been possessed by the school staff members with whom she would be working, or for which they had no need. She was using a deficit model. Josephs noted and built on participants' understandings and skills as demonstrated by her use of natural leadership in the school and her trust in school participants to define and carry out solutions to their problems. This further served to model the proper view of teachers and parents to principals. In addition to building on skills and understandings already possessed by the school staffs, Josephs sought to capitalize on their underlying goals and motivations. Her experience as a public school teacher and her efforts to get a "feel" for the realities of the school contexts gave to Josephs an understanding of some of the unstated or implicit goals and motivations of the school staffs. This understanding helped Josephs to guide planning groups in their development of school plans -- to know when to say that a particular goal was sensible for them to pursue or an objective reachable. Her suggestion that Wood focus on reading as a major goal was based on her sensitivity to the understandings of the school staff with regard to project identity and to her insight into what constituted important goals of the principal -- to gain some control over the diverse supplementary programs housed at Wood and to speak with authority to the local community board. Her work with Clark to develop a detailed personal management plan corresponds to his view of the principal's role as one which demands time for thought and reflection. Josephs recognized Gross' desire to acquire resources for Stanton to keep up its reputation. Her assistance in relating MBO with CBE served Stanton in good stead in Gross' efforts to have Stanton declared a CBE pilot school.

FACILITATING CHANGES IN SCHOOL LIFE



"I gotta sit here till I'm sorry . . . or till I SAY I am."

Introduction

In the above discussion, the careful fit of the project's strategy and methods with the understandings of the school staff was described. It should not be thought that the case study contends that merely fitting project strategy with the existing conceptions of the school staff is sufficient. It is the object of a project such as this to change participants' understandings. Concluding this chapter will be a discussion of how Josephs, as the project director, succeeded in making fundamental changes in the way participants viewed each other in the school setting as well as changes in ongoing school structures and processes. The fitting of project strategy with already held understandings served to encourage cooperation with project activities so that the more fundamental changes could be effected. This analysis contends that such changes come about in the contexts of interaction which the project activities provide. Participation in any context of interaction will result in participants developing some notion about what is going on. It is important that the context of interaction provided by a project with deliberate goals be structured in such a way as to deliberately encourage the adoption of a specific set of notions about what everyone is doing and what they are supposed to do. It is crucial, therefore, that the project strategy is consistent with the notions about behavior within the project director's conception of the project since it is in these contexts of interaction that participants come to share the project director's conceptions.

In the introductory chapter, Josephs's conception of the project is stated. In that discussion, her notions of what school social organization should be like were said to be based on certain knowledge which would have to be held by the school staff in order that such a school social organization might be realized. This knowledge can be seen as what everyone has to know in order to behave appropriately in the social context. Participants use this knowledge to judge the appropriateness of their own and others' behavior. Listed below, as in the introduction, is the knowledge that individuals must come to share:

- that the principal, teachers and others in the school setting have talents and strengths which make them uniquely suited to assume certain responsibilities in the school setting.
- that certain aspects of school life are the responsibility of certain members of the school community.
- that certain areas of school life are everyone's responsibility and they should work together to carry out these responsibilities.

Josephs herself, of course, holds this knowledge and, as demonstrated in the first section of this chapter, she embedded the knowledge in the project strategy. The process and other aspects of the strategy, i.e., the school plan and the form of the planning structures, reflect her views. The knowledge Josephs holds and which is also embedded in the project strategy is conveyed in the contexts of interaction. There are basically two forms that interaction takes within this project. The first is face-to-face interaction of the project director with the school staffs (and possibly others in the school community). In this context of interaction, Josephs can directly communicate her expectations for the school staffs' behavior. A second form of interaction occurs as the school staffs interact among themselves as they participate in structured project activities -- developing and carrying out plans through planning structures. In these situations, participants are forced to behave in ways that call forth certain views of each other which are consonant with the knowledges and which in turn generate the social organization consistent with project expectations. Participants must adopt the knowledge in order to understand each other's behavior.

The project also structures interaction in such a way that participants who have gained or are in the process of trying out the knowledge, work directly with other school staff in a fashion similar to the way in which Josephs works face-to-face with them. In face-to-face interaction among school staff, members directly communicate the knowledge to their peers. The remainder of this chapter details the way in which the knowledge which leads to the achievement of the social organization is developed, formed, and conveyed in the contexts of interaction provided by the project.

Face-to-Face Interaction

In face-to-face interaction, the project director has the opportunity to convey directly the knowledge that the school staff would have to have in order to accomplish the preferred social organization. As she makes suggestions, encourages and shares her opinions with members of the school staff, she communicates to them her expectations for behavior. In her interaction with the principal, Josephs encourages him always to consider ways in which he can include the staff in planning and in making fundamental contributions to school decisions. At Stanton, for example, Josephs recommended to Gross that he include faculty in the group meeting to reconstitute the school plan for submission to the larger staff. On another occasion, Josephs suggested to Gross that the MBO committee chairpersons be invited to attend the planning sessions with the administrative team.

At Wood, Josephs encouraged Clark to see the work of the Task Force, which consisted of members of key groups in the Wood community, as valuable to his own decision-making regarding the school. As she worked with Clark on the school plan, he made observations and evaluations of the activities of the Task Force a priority goal, and Josephs continually praised the Task Force's work and the ability of its members when she spoke with Clark. When he missed several meetings of the Task Force because he was busy handling discipline problems, Josephs encouraged Clark to indicate to the Task Force that he was still committed to them and that he appreciated their work. He responded to Josephs's suggestion by writing a letter to each member of the Task Force to explain his absence, assure them of his continued support, and praise them for their efforts, and the interest shown in improving the "total learning environment" of the school. (Appendix 19.)

Principals are also encouraged to delegate responsibility and then to permit those with whom responsibility lies to carry out the related tasks. Josephs found that this kind of encouragement was vital at Stanton, where the informal setting tended to blur distinctions among roles. An example will illustrate how Josephs' encouragement affected the principal and conveyed the knowledge. The principal had a pet concern -- that teachers accept the responsibility of hall duty. This concern was represented on Stanton's school plan as one of the objectives under goal #1, to create an atmosphere for constructive work and quality education. The school plan had been accepted by the entire faculty, and ostensibly it was up to the teachers to carry out the responsibility of keeping the halls orderly. Gross, however, saw it as his role to check up on the teachers and to "catch" those who weren't performing hall duty. Such phrasing would be unacceptable to Josephs and serves as a clear indication that Gross's view of teachers was not one which judged them capable of carrying out a responsibility everyone in the school had agreed belonged to the teachers. In her interactions with Gross, Josephs regularly pointed out where agreed upon responsibilities lay and let Gross know her disagreement when he made statements which suggested that he did not trust the teachers to carry out responsibilities they understood. Although the pattern of interaction characteristic of the principal is not easily altered, Gross demonstrates in the following statement what he learned from his involvement in the project, "You can't do it alone, one of the things the project has taught me is that they (teachers) are intelligent, talented and you might as well use them." Gross had adopted a major piece of the knowledge Josephs worked to convey. The change in Gross's view of teachers reflected in the statement is not only a result of his face-to-face interaction with the project director. Other sources of the change will be explored later in this discussion.

With regard to the principal delegating authority at Wood, Josephs felt that Clark was good at doing this to begin with. She did feel, however, that he needed to learn to allow others to participate in determining what the areas of responsibility ought to be and which they themselves wanted to assume. An example of her effect on Clark is demonstrated by the leadership shift on the Task Force, and the change in his view of the role of the Task Force. When he orginally organized the Task Force, Clark carefully made it clear that it was to be only an advisory body. Josephs commented that Clark initially saw the Task Force as a tool to handle, and perhaps to dissipate, the diverse pressures he was feeling from various quarters of the school community. In his early statements about the Task Force, Clark indicated that he viewed it as an instrument to pacify groups rather than to give them meaningful input into decision-making in the school. When the Task Force took on the responsibility of drawing up a school-wide plan for the coming year, Clark commented that he did not expect to agree with much of what they developed. After seeing the plans, however, Clark indicated that the plan closely represented his concerns. An TDC staff member familar with Clark's history at Wood commented, "Jim's capacity to open up to his staff and his willingness to involve them has increased drastically in the last year." Josephs told Clark that she was not satisfied to be left with the role of Task Force leader in his absence and asked him to appoint another Task Force member as co-chairperson. He appointed an energetic teacher as co-chairperson and gave her most of the responsibility for drawing up the plan, and for training others in the school.

Josephs has face-to-face interaction with teachers during which she can convey directly to them the knowledge they need to appropriately judge each other's behavior. Teachers are encouraged to see themselves as leaders in the school with regard to certain areas of responsibility. Josephs endeavored to encourage teachers to assume initiatives with regard to realizing the goals that have been agreed upon as their responsibility. She worked with the members of the MBO committees at Stanton, for example, helping them formulate their own action plans to reach the objectives related to their goals. The chairperson of the committee on goal #1 designed and arranged a workshop on assessing teachers' knowledge of CBE and teaching certain skills related to CBE. Josephs worked with the members of the committee on goal #2, to improve teacher-student-parent relations by demonstrating to them that they could work out ways that involve school-wide input to accomplish their goals. At Wood, Josephs worked with the Task Force, and especially with the co-chairperson, encouraging them to see in their roles their responsibility for significant planning in the school, and for disseminating information about plans and planning to their constituents in the school community.

At both schools, Josephs used the MBO/CBE connection to express to teachers that they were managers both inside and outside the classroom. She encouraged teachers who attended the courses comparing MBO and CBE as systems of management, to list ways in which they were responsible for school-wide issues, and to reflect upon how their classroom responsibilities were related to school wide issues.

In general, in Josephs's face-to-face interaction with the school staff (and parents at Wood), she expressed her own ideas about how members of the school community ought to view each other. She did this by encouraging principals to include others in meaningful ways in planning for the school, and by encouraging teachers and other members of the school community to see themselves as responsible for school-wide issues and concerns.

Structured Interaction

Josephs not only conveyed the knowledge about how others should be viewed in direct ways in face-to-face interaction with school staff, but she embedded this knowledge in the project strategy. The formulation of a school plan, the setting up of planning structures, and the nature of the process all served to express elements of the knowledge as participants interacted among themselves in project activities. The school plan serves as a mechanism to get everyone in the school community to come to agreement on what the areas of responsibility in the school ought to be. Even if everyone in the school does not participate in the initial formulation of the plan, the procedures required by the planning process insure that everyone in the school community will have input to the plan. The school plan also serves to keep the efforts of the school staff and others focused --members of the school staff understand the many activities of their colleagues as efforts to carry out the school plan. In this way, the plan serves to keep the staff focused on the identity and common purpose of the school.

Within the context of the plan, members of the school community assume responsibilities. As action plans are devised for each of the objectives in the plan, everyone in the school community comes to agreement on who is responsible for which areas. The members of the planning groups assume the responsibility of monitoring the plan, which is an example of leadership by non-administrative staff. At Stanton, the school plan set up two major areas of responsibility -- creating a constructive atmosphere for learning, and improving relationships among the teachers, students and parents. Every teacher in the school accepted responsibility for one of these areas by volunteering to serve on one of the committees. Specific responsibilities were assigned as the committees devised action plans for the objectives related to their goals. At Wood the faculty agreed to focus on reading, and formulating a new school plan as primary areas of responsibility. As the Task Force formulated a new plan for the coming year, they defined other areas of responsibility. The school plan for 1977-78 includes goals focused on CBE, improving basic skills, student self-actualization skills, and improving community-school relations. (Appendix 20.) The Task Force and the principal worked together to assign responsibility for each objective listed in the plan to some group or individual in the school. These plans were not finalized at the end of the school year, but work continued to define areas of responsibility and responsible parties during the present school year under the leadership of a new principal.*

The form that the planning structures took also served to convey the knowledge the school staff needed to realize the social organization Josephs advocated. In both situations, the operating planning structures provided a context in which members of the school community at all levels of the hierarchy worked and talked together about the school. This provided an opportunity for individuals in different roles and with different points of view to negotiate a common point of view from which they could deal with the tasks of formulating a school-wide plan and carrying it out. The usual barriers to communicating and understanding which prevailed among members of the school community were challenged by the working planning groups. For one thing, the principal, who selected or arranged for teachers to serve on the planning group had to see teachers acting in ways that those who accept responsibility for the school would act. The teacher sees the principal acting in ways which would characterize someone who respected and valued his or her input. In these ways, the adoption of knowledge each would have to have to appropriately understand what the other was doing would be facilitated in the context of interaction provided by the planning structures in the particular forms they took in the two schools. A TDC staff member characterizes the change in Wood's faculty in the following observation,

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*The acting principal of Wood was a former assistant principal under Clark. He also became skilled in planning and has continued Wood's efforts in this regard.

> At Wood, you couldn't get a committee to work on anything three years ago. They related to one person. They worked as individuals each relating and dealing with Jim separately...(Now) They have accepted his belief in their ability.

The fact that the planning groups consist of representative members of critical groups in the school also serves as a mechanism to insure that all members of the school community should see themselves as rightfully having meaningful input, and leadership in areas of school life. Again, it should be noted that representation takes the form which reflects the way in which participants are used to being represented.

The MBO process itself contributes to passing on the knowledge. Members of the school community gain the skills necessary for carrying out their responsibilities. Principals learn skills that enable them to realize the goals they set up for themselves. In Clark's case, he was able to expand his role to that of educational leader in the eyes of Wood's staff. In the case of Gross, he developed ways to share, or give responsibility, and to maintain a good school. Both gained the skills to accomplsih these personal management goals.

Skill in applying MBO and CBC gives teachers the competence to carry out their responsibilities for areas of school life both inside and outside the classroom. Teachers report that they are more willing than before to take on responsibilities because they are confident they will be able to figure out how to approach a task. Administrators report that they have more confidence in teachers because they know teachers have gained management skills which make them competent to assume responsibilities. In these ways, teachers' views of themselves and principals' views of teachers reflect the knowledge Josephs would want to convey.

Through the face-to-face interaction with Josephs, and through the interaction structured by the project strategy, the school staffs came to adopt the set of knowledges they would have to have to realize the social organization embedded in the project conception. Other ways in which Josephs structures interaction, serve to insure continued reinforcement of the learning by setting members up to pass on the knowledge within the school. It was noted in discussions above that Josephs endeavored to use the natural leadership in the school wherever possible. She worked with principals to make them competent at using the process and then set them up as instructors of the others in the school community. She worked with committee chairpersons and the Task Force chairperson to help them take on the leadership role with other teachers in the school. In doing this, she set up a replica of what she herself did in both face-to-face interaction with the staff, and in structured interaction. The replica places native holders of the knowledge -- the school principal and teachers in the school who are competent at using and applying the process -- in a position to continue to convey the knowledge as they continue to run planning through the established planning structures at each school. The regenerative capacity of this feature of the project is powerful, as it supplants the need for external assistance as the direct contact with an outside assistor winds down. The achievement of a social organization has begun and its generator -- the knowledge -- is going to be continually retold and passed on by insiders.

CHAPTER IV: CONCLUSION

INTRODUCTION

In this last chapter, a summary of what has been said throughout the case study will be provided in terms of what has been learned. The first part of this chapter will discuss what this case teaches about what constitutes a capacity for problem solving. The second part of the chapter will discuss what this case teaches about the facilitation of a capacity for problem solving by an external agent. Throughout this analysis, the author has endeavored to bring together all of the available data, and on several levels to provide the reader with an understanding of what the project is and how it works.

In this summary chapter some generalizations of an abstract nature which were derived from only this one case study will be discussed. It would be profitable to explore other cases from a point of view similar to that which was taken here. Knowledge of what happens in the context of interaction in the school between the external assistor and the school staff would contribute to an understanding of what features of school life constitute a capacity for problem solving. It would also identify what features of the interaction between a technical assistance person and members of the school community contribute to the realization of a project's conception in the school and to the facilitation of a capacity for problem solving.

The discussion which follows presents conclusions drawn from an analysis which is based on certain suppositions about how people interact applied to the school setting. The framework for analysis supposes that in the context of interaction, participants must negotiate, or develop a common understanding of what is expected of each, to insure that things are orderly and continue to run smoothly. Once this common understanding has been achieved, there are ways to institutionalize at least parts of it so that there is an enduring social reality for participants to come to depend upon. These common understandings of what is expected of one in the social situation can be said to generate a particular kind of social organization. For the practitioner or anyone who has read the case presented thus far, what can the term "knowledge" that was used in the second and in the fourth chapter, or the phrase "common understanding" used above be likened to in the language of the educator/change agent? One would think that these could be linked to "attitudes" as in attitude change as apart from behavior change.

One framework defines attitudes as affective qualities of individuals detectable apart from behavioral characteristics, and, in fact, as precursors to behavioral change. One of the consultants who worked with the first project director held this view. His view was reiterated by the first project director and used to justify her decision to concentrate on presenting a wide range of theory and technique before she got around to doing anything about teaching MBO or working on encouraging principals to democratize their schools.* This is not a workable definition or way of looking at what is meant here by the term knowledge or common understandings. Specifically, in the view of the second project director, internal thought and feeling and surface behavior are interrelated. Each constantly affects the other as they are almost simultaneously produced and reproduced.

Such a viewpoint must be taken in order to describe this project directed by Josephs. Not only is such a point of view required to explain the flexibility in her approach and the complexity in the data, but it is also the best way to characterize the way Josephs herself talks about what she was doing. When asked if she believed that attitudes had to be changed before behavior could be expected to change, Josephs replied "I see it as all happening at the same time. I can't separate out one from the other in my thinking or in the way I operationalize things." As good as Josephs is at arranging a problem solution for an action plan into linear tasks, she never does it the same way twice. She is always adopting basic project mechanisms to the details of school context. Nor does she think about what she is doing or about project strategy in a linear fashion. It is all of a piece. The explanations offered here hopefully will give the reader a clue to the mechanisms used to realize the project conception and to the process of implementation in such a way that they capture the holistic approach taken by the project director.

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* In a document to NIE explaining her activities in the first year of the project.

WHAT HAVE WE LEARNED ABOUT A CAPACITY FOR PROBLEM-SOLVING?

This discussion makes the point that a particular kind of social organization as a characteristic of the school community will lead to problem solving. It will also discuss those features of the mechanism which established the social organization which contribute to that problem-solving ability being built into a sustained capacity for problem-solving.

The Social Organization of the School.

There is a particular sort of social organization which characterizes a school which has a capacity for problem-solving. Such a social organization continually is worked out by the members of the school community; and social roles, mutually agreed upon and well-defined, inform participation in school life. The principal assumes overall responsibility for running the school, but their administrators, teachers and other members of the school community are all recognized as having talents and strengths which make them able to assume fundamental responsibility for areas of school life. There should be areas of school life which everyone agrees are the responsibility of everyone in the school -- and planning for the school in general is always an area of responsibility that should be shared by everyone in the school. Roles and responsibilities are defined and everyone has responsibility for continually reevaluating what the responsibilities are and who assume them. Every member of the school community sees himself and herself as having responsibilities important to the running of the school and assumes and carries these out. The reader should keep in mind that this type of social organization cannot be imposed. Rather, the members of the school community achieve the social organization as they interact in structured ways using the knowledge derived from these contexts of interaction. Therefore, social organization is not merely a set of well defined goals, but also a set of postures taken by school participants toward each other in contexts of interaction. The principal respects teachers' skills at planning, organizing workshops, etc., and expects teachers to use these skills. Teachers and administrators see parents as valuable resources for planning. In general, members participating in this social organization see themselves and others as important contributors in fundamental ways to school life.

Mechanims which Contribute to Realizing the Social Organization.

There are certain features of school life which serve as mechanisms to insure that the social organization is achieved. The particulars of these features will depend on the nature of the school context. The discussion which follows outlines four mechanisms which will contribute to the realization of the school organization. Consensus must be reached by school staff in defining the school community, and defining and assigning areas of responsibility.

A mechanism must also be provided to impart skills to enable participants to perform those tasks and carry out responsibilities.

Defining the School Community and Critical Groups

Conscious attention must be given to which groups constitute the school community. In determining the composition of the planning group, the school staffs make the boundaries explicit as to which groups and individuals should have significant input to decision-making in the schools. For example, Wood included parents as part of the school community responsible for planning. Stanton views parents as important, but not necessary to be included in planning for the school.

Another example is provided by the planning at Wood and Stanton. At Wood, the steering committee, SCP and local school board were each seen as separate groups in the school community. Their representation on the Task Force underscores the determination. The MBO Committees at Stanton included all teachers at the school since they did not differentiate among themselves along formal lines.

Defining the Areas of Responsibility

A mechanism must be provided which enables the school staff and other members of the school community to come to an agreement as to what are the important concerns of the school. In this project, the school plan and the first three steps of the planning process -- problem identification, goal setting, and objective targeting -- served to bring all members of the school community into agreement about the important areas of responsibility in the school. What those areas of responsibility are will vary from school to school and over time in the same school. The philosophy expressed in the school plan may be stable but the definition of problems is subject to revision from year to year. The major point is that areas of responsibility, reflecting concerns and issues perceived as important to the school community, are delineated.

Assigning Responsibility

All members of the school community must have a way to come to agreement on who should be responsible for what areas of school life. In doing this, roles and expectations are clearly defined and commonly agreed upon by members of the school community. Again, the particular contours of roles will differ depending on the school context. At Stanton, the administrative team, for example, used their complementary skills to work out a system of roles which gave one assistant principal responsibility for instruction and the other responsibility for maintaining order in the school. The principal oversaw the other two assistants and assumed responsibility for external relationships and public relations for the school. At Wood, Clark worked out a much different arrangement with his administrative staff. He retained much of the overall responsibility while delegating specific tasks for discipline and the educational program. Theirs was a different kind of relationship and their skills reflected a less complementary pattern than those of the administrators at Stanton.

Imparting the Skills

A project must include a mechanism which gives participants skill in defining and assigning responsibility as well as in carrying out tasks related to the fulfillment of responsibilities. In the case of the JHSN project, a particular planning process was developed which provided these skills to participants. Although planning is important, not just any planning process will do. The process which is used must reflect notions of roles and relationships which are consonant with the social organization. Regardless of the mechanism used to impart skills, it must be provided for or made potentially available to everyone in the school community.

A Sustained Capacity for Problem Solving

In the interaction which is provided by each of the mechanisms which perform the four functions described above, participants will adopt certain knowledge (views about each other) which will promote the achievement of the social organization which this case study claims facilitates problem-solving in the school. While project mechanisms provide for the achievement of the social organization in the context of project activities, how can such a social organization be made a permanent feature of school life? Although this case study can make no claims to proving conclusively that the JHSN project was able permanently to change school life, there is evidence to suggest that the characteristics of school life which appeared as a result of project participation would continue beyond the project's direct involvement in the schools. There are several factors which can be said to contribute to continuing project mechanisms or at least to the maintenance of the social organization of the school generated by them. The JHSN project used a strategy or set of mechanisms which was consistent with the conception of social organization which should characterize schools. This consistency of conception with strategy enables participants to gain the knowledge necessary to achieve the social organization. At the same time, the project director provided situations in which participants performed in ways which replicated the activities of the project director. Armed with an emerging sense of the project conception of social organization and the knowledge underlying it, the school staff, in their interaction with each other, would continue to relate the knowledge which fosters achievement of the social organization.

WHAT HAVE WE LEARNED ABOUT THE FACILITATION OF A CAPACITY FOR PROBLEM SOLVING?

The theme of "making sense" which was used in the third chapter to explain why the project director did what she did ultimately has implications for notions about the facilitation of a capacity for problem solving. In the second part of this chapter, the discussion deals with: 1) How "making sense" in terms of participants' understandings was a motivating factor for involvement and, 2) how "making sense" of the project strategy in terms of the project's conception of a capacity for problem solving was the mechanism instrumental in changing participants and changing school life. Lastly, will be provided a cautionary tale -- examples which suggest the scope of change possible by a project such as this.

Making Sense: The Understanding of School Participants

Josephs was successful in engaging school participants to cooperate with project activities. This would be desirable no matter what the underlying goals or methodology of a project, but with this particular project participation is seen as crucial to reaching the level of change deemed necessary by basic project conception in the mind of the project director. First, the overall project framework was general enough to be adaptable in its specifics to the requirements of the school context. Although there was an overall format to the school-wide plan, the details, the specific problems and objectives identified, were developed by the entire school community and were recognized as relevant by them. Although there were some essential features which characterized the planning groups which had to be realized, the project did not go into a school with a prescribed form that such structures would have to take. Rather, these structures reflected the way in which the school staffs were used to operating so that the products produced by such groups would be widely disseminated and seen as legitimate. As much as possible, the project director capitalized on the natural leadership at the schools both to lend legitimacy to project related activities and to insure the continuation of the elements of the project conception after the project director left.

Making Sense: Consistency of Project Strategy and Conception

A Clear Conception

Regardless of whether the conception held in the mind of the project director is explicit or implicit to school people, there must be a practical theory of school social relations which informs the development of project strategy. It is not easy to say whether it is possible that someone can have no conception of what they are doing, as the first project director has been characterized. It can be said, however, that she did not voice a practical theory of how individuals should relate to one another which was general enough to be flexibly applied, and sensitive to the real school situation. Josephs possessed notions of what the social relations in the school ought to be and the project which she developed consistently reflected these notions in every aspect of its detail.

The Meaning of a Consistency of Project Strategy with Conception

It is noted that Josephs had a clear conception of what the project ought to accomplish in schools and that she created a project strategy which was consistent with her notions. There are two reasons why such a consistency contributes to the facilitation of a capacity for problem solving. In the first place, it fosters a clear understanding of what the project is about and is supposed to accomplish in the eyes of participants. Since the first project director had no clear conception of the project (based on a practical theory of social relations in the school), and the project strategy reflects this lack of clarity, there was extreme diversity of views among participants about the purpose of the project. Josephs was able to establish a project identity that was consistent among all participants because what they experienced of the project (its activities) was consistent among themselves and reflected Josephs's general project conception.

Secondly, that the project strategy is consistent with the project director's conception of what the project is to be about is necessary since it is in the contexts of interaction that project participants learn the knowledge necessary to achieve the social organization consonant with the project conception. Therefore, the way in which the project strategy structures the interaction of participants is crucial to affecting the kinds of changes that the project director deems necessary to support provlem solving in the school. It is necessary that the project director have a clear conception based on a practical theory of school social relations and that the project strategy is consistent with that theory so that in the contexts of interaction (face-to-face or structured) the participants will learn the appropriate knowledge to achieve the social organization represented in the project conception.

A CAUTIONARY TALE: TWO SCHOOLS JOSEPHS DID NOT GO INTO.

The reader can probably think of cases which can negate many of the generalizations which have been made above. There are two examples from Josephs's experience which illustrate features of the school setting in which it would be difficult for a project such as this to work. Ironically, these two cases also serve to reinforce the view of the project which is taken here - specifically, that looking at the project in terms of the establishment of a certain kind of school social organization has explanatory power for understanding how the project operated and was perceived by the director and participants.

In addition to the two schools which have been discussed at length in this case study, there were two schools from which Josephs pulled out after making her initial exploration. The first is Moore, which was mentioned in the introduction as having been one of the original schools with which the project was to work. The second is Ballard, a school with which Josephs sought to do some linking activities. She had arranged to do two workshops and followup activities with other jr. high school principals in the system. She used Gross and Clark to help her conduct the first two workshops, and then she asked that principals who thought they might have a focused problem to which they could apply MBO, propose that she help them. She also arranged for Gross and Clark to work directly with other principals. This set of activities served further to impart self-confidence to these two principals, and Josephs used the opportunity to conduct informal training with each principal as she helped them to prepare presentations to make to the group of junior high principals. As a result of these two workshops with the principals, several requested that Josephs help them work on specific management problems in their schools. It was through these workshops that Josephs came to work with the principal of Ballard.

Josephs characterized the principal at Moore as having "an unbelievably bad relationship with his staff." He had been the principal of Moore for a number of years, but he had lost the confidence of his staff and he lacked respect for them. The situation was one in which the principal had lost all his authority with the staff, and the teachers were leading a campaign to have him dismissed as principal. Josephs made a determination, after trying to work with Moore during her first several months as project director, that she could not reach explicit project goals at Moore in the short time left in the funding period, and that it should not be included in plans for the last phase of project activity.

Josephs went into the linking school, Ballard, at the request of the principal who wanted to deal with the problem of his staff's unwillingness to work on Ballard's school plan. In working with the principal, she helped him define the problem as the staff's lack of commitment to implementing the plan. Josephs's next step was to meet with the allegedly uncommitted staff and she asked the principle to designate a group of teachers with whom she could talk. In her meeting with the teachers, Josephs was surprised to note that they acted as though they were totally unfamiliar with the plan. The principal insisted on attending this meeting and, during the force field analysis exercise, endeavored to dispute each of the negative forces which the teachers brought up. What came out was that the principal of Ballard, a young administrator with ideas about individualizing instruction, had devised this plan by himself and did not believe that the teachers, who were likely to disagree, should have input. The teachers clearly resented being forced to implement a plan they had nothing to do with developing, and with which they were not in agreement.

In both these cases the features of the existing social organization at the school were so in opposition to those which the JHSN project advocated, Josephs recognized that she would have to exert a tremendous amount of energy in order to reconcile differences between the principals and staffs so that project strategy could be implemented. In face-to-face interaction with principals, she wanted to know that a principal had qualities which would enable him to trust her, and be honest with her at the same time that he was taking the encouragement she offered. She also needed a situation which would support the kind of structured interaction which project strategy provides. At both these schools, the extreme opposition between faculty and principal would militate against this smooth implementation of project strategies -- so that interaction would not necessarily follow the lines needed to communicate appropriate knowledge.

A FINAL NOTE

No one wants to be at the bottom of a social hierarchy. Studies of social interaction in ability-grouped classrooms show that whole alternative social systems are created and maintained within the classroom setting by the "pariah" group students (McDermott, 1974).* By careful attention to, and manipulation of, the official social organization of the classroom, the creators of these alternative social systems confound the goals of officaldom and move themselves from low status in the official system to top status in an alternative system. No one wants to be at the bottom of a social hierarchy. If a group finds itself there, it will be likely to create an alternative, clandestine system which, to put itself on top, ends up confounding some goals of the official system. The study concludes that the Junior High Schools Network project, as it came to look, defines a capacity for problem solving in schools essentially as a kind of school social organization without a bottom group. It is a non-hierarchical organization in that everyone together comes to agreement as to

*See also Kochman, Thomas, "Perceptions along the power axis: A cognitive residue of interracial encounters," in Anthropological Linguistics. 18.6. 1976.

who does what. Such a social organization eliminates the need for creating alternative, confounding systems.

Participants in the project, and the project director recognize the phenomenon described here. The situation at Moore and at Ballard can be said to exemplify what happens in schools when the disparity in status among members of the community is great. According to Josephs, teachers at Moore were trying to use the project, while it still operated there, to get rid of the principal by documenting his lack of competence. In speaking about the situation at Wood, Josephs commented about Clark's relationship with the community and his decision to include local board members on the Task Force, by saying, "He realized he *has* to include them." In a comment concerning Clark's relationship with his teachers, Josephs observed, "He realizes he has to involve the teachers in planning for the school and in his ideas for programs or else they will sabotage it." In fact, Clark points out that one of his reasons for creating the Task Force was to get all the forces he usually had to deal with in isolation together. The Task Force would provide a forum for holders of dissenting viewpoints to meet each other head on.

In a similar fashion, Gross, in talking about projects at Stanton, says, "It works better when you've got them in there with you" and, later, adds, "you feel a lot better if you know they're not going to be back there cutting your throat. You can't do it alone....They are all intelligent, talented, etc. and you might as well use them. If you don't they're going to get you." The project director speaks in a similar fashion when she explains the importance of insuring that the principal and teachers are given the same set of skills, "if not, it can be divisive." Taken together, these statements of project participants represent a practical theory they strongly hold about how to get things done in schools. They all recognize that it can be helpful if all members of the school community can work together. The Junior High School

Network project has provided tools and mechanisms for the school staffs to enable them to work together to plan for the school. On a fundamental level, the project addresses this practical theory held by school personnel and individuals experienced in schools, by defining a capacity for problem solving as one which entails the establishment of a particular school social organization. That social organization is one in which members believe in one another's skills and abilities, and demonstrate this belief by sharing the important responsibility of determining what the responsibilities are and who is responsible for what.

APPENDICES

APPENDIX 1

METHODOLOGY

I began my work of data collection and analysis in May of 1977 near the end of the NIE funding cycle for the project. My task was to work with the original site researcher for tnis project, review and supplement the data already collected and to then prepare the case study. The original site researcher had collected most of his information during the tenure of the first project director. I was at work during the tenure of the second director.

Nov., 74	Jan., 75	Mar., 76	May, 77
Original project director begins	Original researcher begins	New project director begins	New researcher begins

This timing is important since I have focused on the changes in the project under the direction of the second manager. This section explains how I handled the methodological problems created by this timing and by the focus of the study.

With regard to data collection, I had two major tasks. One was to assess what existing data and information there was with which to work. The second was to collect additional data where necessary and possible. As part of the first task, I reviewed all the material which the original researcher had available. Included in this material were hand-recorded transcripts of meetings; documents produced by the project director, TDC and the schools; reports and overviews of workshops conducted by consultants; Field Data Forms; early drafts of the case study written by the original researcher and by a writer who had been hired to work with him; and some records of interviews with project participants. In addition to reviewing material the original researcher could make available to me, I interviewed him concerning his recollections and ideas about the early project. He himself had spent a significantly smaller proportion of his time collecting data on the project from the time that the second project director took over the job, as he was required at that time to prepare a preliminary case study. Because of the unusual and unpredictable turn of events which characterized this project with its two distinct parts, the second and very different half of the project would never have been included in the case study which was being required at that time. One of the difficulties which the original researcher encountered was having to write a case study about a project which, in his own words, "lacked clarity."

The author of this case study endeavored to learn as much about the early project as possible, both to know it well enough to be able to describe it in the case study, and to verify the statements which the original researcher, NIE staff and school participants said about it. The documents and data which the original researcher possessed as well as his recollections of events and history served as a major source of this researcher's knowledge of early project activities.

Other existing data was in the form of a series of memos written by the second project director to files. She kept a running record (chronological order) in memo form of her interactions with school staff and others in project related activities. She also attached to these memos all relevant documents, some of which may have been prepared by school staff or others. The second project director faithfully filed copies of these documents for the researcher and for NIE. She also endeavored to organize in chonological order the material she found in the project's offices. I obtained her filed memos, and made copies of the materials from the early project that she had organized. Many of these documents which I reviewed, overlapped the materials of the original researcher. Josephs' files of memos proved invaluable for me to get a feel for her day-to-day activities.

In addition to this already existing data, I determined where there were gaps in the data and sought to interview school and project participants to fill in and to give me additional grounding in the story of the project.

I conducted several interviews with Fran Josephs, the project director. In addition, I interviewed the project's part-time evaluator, who provided valuable information on the transition from the first to the second project director. I also interviewed the director of PER, who had been involved with the project prior to taking her present position, and who had worked with Josephs as a teaching colleague several years before either came to PER. I also interviewed each of the principals several times, as well as the assistant principals at Stanton, and teachers at both school.

My approach in collecting additional data through interviewing, was to determine how project participants understood the project from their various points of view. Initially, I had to spend a lot of time developing my own understanding of the project. Eventually, I could be more creative in my questioning, pointing out contradictions, asking hypothetical questions, getting reactions to hypothetical situations, or requiring interviewees to be very specific about the meaning of often used phrases and terms. At a point when I felt I had a handle on what the project under Josephs meant to participants, I wrote a brief description of the project which I asked participants to read and discuss with me. I did this both to assess my own understanding of the project, and to elicit further reactions from interviewees.

In that preliminary paper, I began to toy with the notion of using a particular framework for the analysis of the data. One finding which proved problematic in my efforts to explain the project was the difference in school participants' understanding of the project under each project director. Evidence showed that there was extreme variation in participants' understandings of the early project. The project director and participants had not achieved a common reality concerning what the project was about. This contrasted with the later data which showed a congruence of understanding among participants of the project under the second project director. For some reason, school participants had come to share an understanding of the project among themselves, and one which corresponded to that of the project director herself. I sought to apply a theoretical framework which could facilitate an explanation of the lack of common reality related to the early project and the existence of one under the direction of the second project director. An ethnomethodological[1] approach to the analysis of data was taken, because this approach purports to discover the ways in which members participating in an event together come to construct a common social reality.

It seemed to me that participants had acquired a common set of interpretive procedures necessary for them to understand what the project director, and each other, were trying to do in the contexts of interaction provided by project activities. An ethnomethodological approach views contexts of interaction as the spawning grounds of such realitites, as participants in the interaction seek to be recognized as competent members of a group in the situation. Ethnomethodology is seen as appropriate because it looks specifically at,

> ...interpretive procedures and surface rules in everyday social practices and scientific activities. The acquisition of interpretive procedures provides the actor with a basis for making sense of or assigning meaning to his environment. Hence a concern with everyday practical reasoning becomes a study in how members employ interpretive procedures to recognize the relevance of surface rules.[2]

By comparing the contexts of interaction provided by each project director, I felt I could begin to understand why there was a commonality of interpretation during the second half of the project under Josephs.

To understand the project under Josephs, using an ethnomethodological approach, I had to uncover the "body of common knowledge or what everyone knows"[3] in order for participants to make the appropriate interpretations of the behavior of the project director and each other. But, as explained in the case study, these are not things that participants explicitly state. Nevertheless, they talk about what they know and they act it out. As D. Lawrence Wieder (1974) writes, "We can observe rules because societal members talk rules and tell rules, and they do so by making rules evident to each other by talking about rules, although by talking about rules, they simultaneously accomplish or actualize those rules as well."[4] For Wieder, participants in an interaction communicate "rules" or, as Cicourel calls them, "interpretive procedures", or as I called them in the case study, "knowledge" by example and by telling. In Wieder's study of convicts and ex-convicts, he notes "In their telling on any occasion, the maxims of the code (or here, the knowledge) were observed to be employed by staff and residents to collect and render equivalent an array of otherwise unrelated behaviors."[5] I looked for the way in which the project director communicated to project participants the "code" for behavior and how participants used it to understand the behavior that they were being asked to exhibit. This framework proved to be a powerful one for explaining both the differences between the first and second project and for understanding how the second project works.

I used an ethnomethodological framework to analyze the data. I would have been able to make a better case had I been able to, in a systematic way, observe interaction between the project director and the school staff, and among school staff using ethnomethodology. My claims would therefore have been strongly supported by such focused data collection procedures. However, I would ask the reader to look at the analysis and conclusions I presented in the case study as forming an hypothesis about the processes of educational change which now should be tested in another situation. The hypothesis is that participants in a change project will change in the desired way if the contexts of interaction shaped by the project are consistent with and communicate the knowledge underlying the project conception. In other words, in the process of analyzing the data I had to work with, I came up with a theory about external intervention which, given another several months of the ongoing project to observe, I then could have tested. Circumstances did not provide me with such a fertile field opportunity. Nevertheless, I feel confident that the data analysis procedures I did use to come up with the theory and the applicability of the theory to such cases has validity. The true test of the usefulness of the explanation is whether or not it is recognizable by participants as one way of characterizing their experiences as they participated in the activities of the Junior High School Network Project.

NOTES

1 See Garfinkel, Harold. Studies in Ethnomethodology. Englewood Cliffs, N.J.: Prentice Hall. 1967. and Mehan, Hugh and Houston Wood. The Reality of Ethnomethodology. New York: John Wiley. 1975. for discussion of ethnomethodology.

2 Cicourel, Aaron W. The acquisition of social structure: Toward a developmental sociology of language and meaning. in Jack Douglas, ed. Understanding Everyday Life. Chicago: Aldine. 1970. p. 149.

3 Ibid., p. 140.

4 Wieder, D. Lawrence. Language and Social Reality: The Case of Telling the Convict Code. The Hague: Mouton. 1974. p. 17.

5 Ibid., p. 22.

APPENDIX 2

Stanton JHS Summer MOB Workshop
1975
Reports from Four Working Groups

GOAL/TERMINAL OBJECTIVE

Stanton Junior High School will be able to create an atmosphere where the students and staff would rather be in class doing constructive work than anything else.

ENABLING OBJECTIVE

1. Departments will be able to individualize instruction in such a manner that each student will be able to show positive growth via pre and post test.

STRATEGIES

a. There will be department planning sessions.
(work on student input)
b. That the administration schedule in such a manner that there will be time in the daily schedule for the Dept. to accomplish this.
c. That the administration schedule classes such that 7th & 8th, 8th & 9th will take the same class at the same time.
d. Flexible schedule by way of ability determined by diagnostic tests regardless of grade level.
e. Inter-departmental input as to other subject matter.
f. Learning strategies and relevancy (multi-media app., kits, learning stations etc.)

2. Increase student participation in extra-curricular activities.

a. Determine what activities each staff member can supervise.
b. Determine what activities the students desire.
c. Schedule extra-curricular activities with the weekly schedule.
d. Present assemblies depicting progress or events in the extra-curricular activities.

3. Reward system

a. Perfect attendance (monthly basis).
b. Class conduct (keep sheets used last year).
c. Citizenship.
d. Achievement
e. Rewards may be in the form of canteens, movies, refreshments.

GOAL

To foster within the Stanton faculty a greater degree of unity in the development and implementation of a progressive program for student growth.

OBJECTIVE

That faculty and staff show growth in the area of communicating with each other. This growth will be measured by a scale and questionnaire administered at the beginning and end of a prescribed period of time.

STRATEGIES

1. Develop a rating sheet on which each staff member can rate himself/herself on his/her communication skills (for his/her personal use).
2. Communication captains - persons to be responsible for sharing information with others on their floors.
3. Persons who attended this workshop can work to encourage the free expression of concerns and opinions by all in faculty meetings.

GOAL

Establish an environment which will be conducive for quality education.

OBJECTIVE

Decrease tardiness at Stanton to less than 1% of the total student body -- average daily attendance.

STRATEGIES

Meaningful
(a) Detention Hall - pm
(b) Call Home
(c) If the teacher wants the student to come up -- send him.
(d) Counseling

Objective - increase achievement

STRATEGIES

Preparedness

GROUP 4

TERMINAL

Building climate and student-teacher relationship will be improved.

OBJECTIVE

To develop solutions to the following problems:

(a) Halls
(b) Stairways
(c) Bathrooms
(d) Tardy Hall
(e) Consistency

TACTICS

1. Teachers will assume active duty outside classrooms during the passing of classes with 100% participation. 75% participation will be acceptable.

2. To help instill in students a sense of self-pride, self-value, self-responsibility and school involvement, a ninth grade hall monitor group will be formed.

3. To facilitate movement, all stairways will be two-ways.

4. All lavatories will remain open the entire day.

APPENDIX 3

August 10, 1976

MEMORANDUM

TO: ALL Faculty Members

FROM: Dr. Jim Clark, Principal
Wood Junior High School

RE: Proposals: School Philosophy, Goals, and Objectives

Inevitably, "all good things must come to an end"...so it seems to be the case with the summer vacation. I sincerely hope that each of you has had a pleasant and enjoyable vacation thus far and will soon be ready to begin another school year with a concentrated effort to upgrade the entire program at Wood...beginning at 10:00 a.m. September 2nd.

While some of you may have spent the past eight weeks lounging and relaxing, a task force, consisting of some members of the SCP, steering committee, local board, and yours truly, has been working on a proposal for the school that will involve and affect everyone. The suggestions and recommendations of the task force are enclosed for you perusal and response.

The overall purpose of this proposal is to improve the instructional program at the House of Wood."

Rationale

It is obvious that we must improve on what we have done in the past three or more years. This is evident when we look at the statistics and outcomes regarding our clients.

*numerous suspensions
*high rate of tardiness
*numerous disciplinary cases
*lack of an educational philosophy
*lack of homework
*high rate of truancy
*high incidence of failure
*lack of educational direction

In addition to the above, this system is apparently going to embrace a competency bases curriculum.

Each of you realizes that no super structure should be attempted until the foundation has been laid. This is one of many efforts in laying that foundation. We must have plans if we are to alleviate the problems. In order to have effective plans, we must have a philosophy, some goals, objectives, strategies, and methods of implementation and evaluation.

If we sincerely intend to save the future generations, we, the educators of today, must surely give our clients our optimum effort in developing their tool skills, e.g., reading, arithmetic, and writing. I expect all teachers to teach every child to read. All teachers should expect every child to learn to read, and every child is expected to learn to read.

We will show this community that we can teach, and that their children (and our students) can indeed learn. Not only will we say this, but we will prove this to all concerned. Such as McDonough 35 High School in New Orleans; Frederick Douglas High School in Baltimore; Dunbar High School in Washington, D. C., and Booker T. Washington High School in Atlanta. Their only common denominators have been dedication to education, commitment to the students, and faith in what it was possible to achieve.

Recent major studies seeking answers to questions about students' educational achievement have found the answers everywhere but in the school. James Coleman attributed student achievement to family background; Arthur Jensen, primarily to heredity and race; and Christopher Jencks, mainly to luck.

I submit to you that we can and will make a difference through sound and thorough planning with the continued assistance of the S.C.P., Steering Committee, Local Board, and other resources. I shall devote every effort to planning, programming, and supporting the best staff in the city in order that we may produce some of the best students in the city.

Enclosed is a survey form for your comments and opinions of the proposed philosophy, goals, and objectives. Please read the proposals carefully and then complete the survey. We would like to have a revised copy of these proposals for inclusion in the teachers' and students' handbooks when school opens in September. Thus, we would like to consider all suggestions in making the necessary revisions. I must ask that you return the survey in the enclosed addressed, stamped envelope no later than August 16th.

I am looking forward to seeing each of you in the auditorium, at 10:00 o'clock sharp, on September 2nd, and together we will embark on a productive and successful 1976-77 school year. Thank you for your time, recommendations, and cooperation.

Enclosures: (3)

SURVEY FORM

PHILOSOPHY:

________I agree with the school philosophy as proposed.

________I agree with the school philosophy, but would like to see the following additions (deletions). PLEASE BE SPECIFIC:

________I strongly disagree with the proposed philosophy because

PLEASE BE SPECIFIC:

GOALS:

________I agree with the school goals as stated in the proposal.

________I agree with the goals but would like to include (or delete) the following: PLEASE BE SPECIFIC

________I disagree with the goals because, PLEASE BE SPECIFIC:

OBJECTIVES:

________I agree with the objectives as proposed.

________I agree with the objectives but would like to add(or delete) the following. PLEASE BE SPECIFIC:

________I disagree with the objectives because, PLEASE BE SPECIFIC

PROPOSED PHILOSOPHY

We believe that all Wood students on all levels must be provided an adequate education. This education must help to create a positive self-image in students, and it must help students to understand the important nature of knowledge, reality, values, and standards. Emphasis must be placed on the nature of that personal educative experience which leads one to draw upon knowledge and values in leading one's life. We believe that we must develop the mental, moral, and physical powers of the students through a system of study, discipline, and varied learning experiences.

PROPOSED GOALS

General education should provide an understanding of one's cultural heritage, ethical values, scientific generalizations, and aesthetic conceptions, as well as insight into our social institutions.

1) To develop a personal ethical code which is consistent with the ideals of democracy.
2) To participate actively in the affairs of society at all levels.
3) To understand our culture and try to foster international peace.
4) To understand common phenomena in the physical environment and especially the methods of the scientist.
5) To be able to communicate effectively.
6) To attain satisfactory emotional adjustment.
7) To maintain one's own health.
8) To understand and enjoy aesthetic experiences and to share in some creative activity.
9) To have a satisfying family life.
10) To select an occupation realistically.
11) To think critically.
12) To achieve synthesis, learn broad concepts, basic terminology and methods of thought in various disciplines.
13) To explore different areas of learning.
14) To nurture intellectual curiosity.

PROPOSED BEHAVIORAL OBJECTIVES

1) To raise reading scores one grade level (minimum) on the part of 80% of our students by June 1977.
2) To raise mathematics scores one grade level on the part of 80% of our students by June 1977.
3) To increase attendance at P.T.A. meeting by 50% over the past year.
4) To increase attendance at local board meetings, etc., by 20% over the past year.
5) To enhance writing proficiency.
6) To enhance oral expression.
7) To decrease the truancy rate by 30% less than last year.
8) To reduce tardinesses by 75% less than last year.
9) To reduce disciplinary cases by 50% as compared to last year.
10) To reduce rate of failure by 50% as compared to last year.

APPENDIX 4

WOOD JUNIOR HIGH SCHOOL

Problem-Solving Process — Focus: Reading

A National Institute of Education funded project on problem-solving has been operating at Wood, Stanton and Moore Junior High Schools during the past school year. At Wood, two program components have been the Sustained Silent Reading Program (Everyone Read) and the Teaching Reading in the Content Area Workshops. These components, while focusing on the problem of reading, are only two strategies aimed at raising student interest in reading and providing some new methods for teaching reading.

It is apparent that these programs are only a beginning in trying to solve the problem of illiteracy and/or poor reading skills. What is needed is a plan for the whole school, designed to raise reading levels of all students, to help teachers do that and to measure how effectively it has been done.

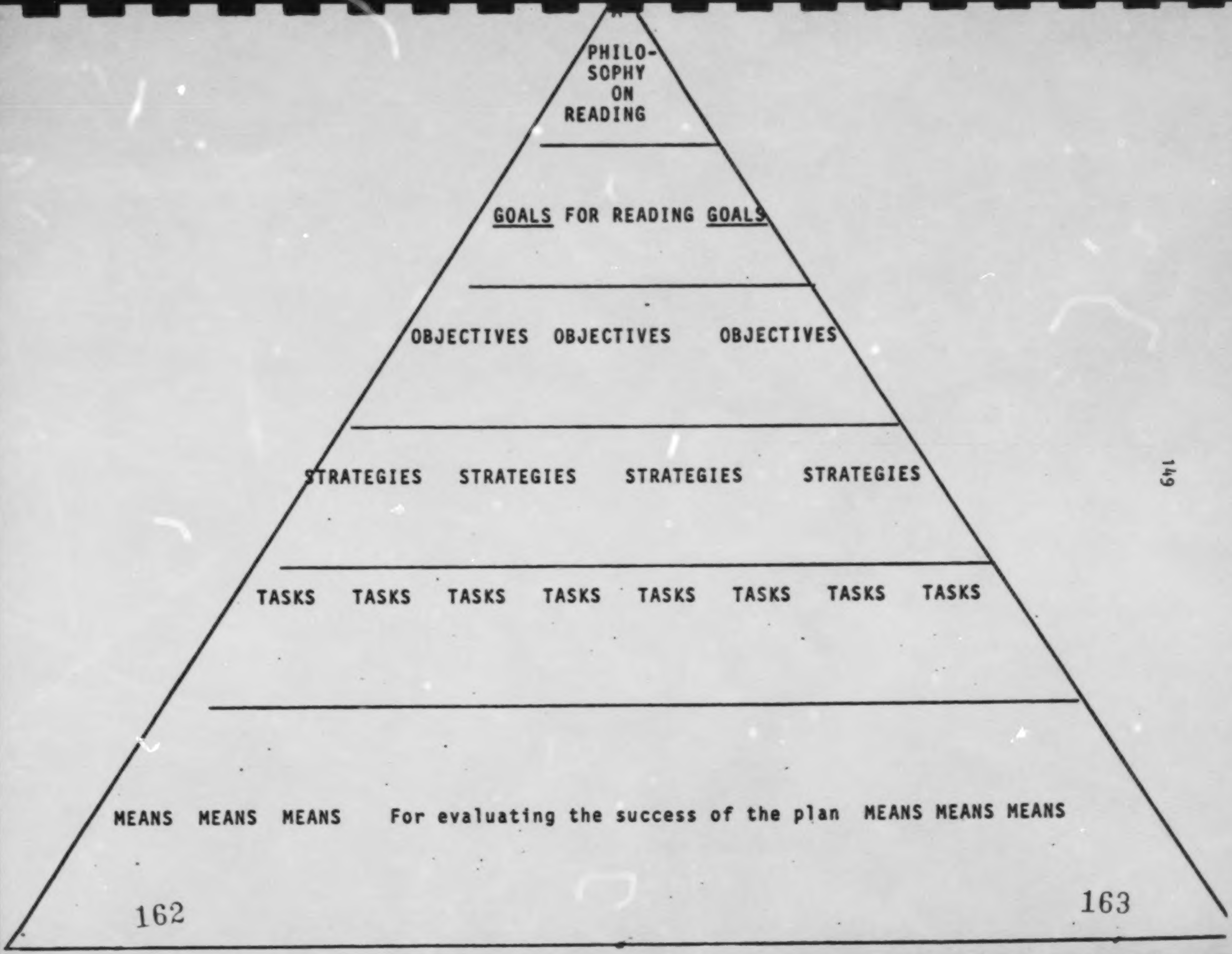
We propose to design a plan as shown in the accompanying chart. The philosophy, goals and objectives would be drafted in a planning session in August, by:

1. A group of teachers and administrators from Wood, including representation from the SCP.
2. Representation from the local board
3. Reading consultants and staff from Partners in Educational Reform, who are directing the N.I.E. project.

This draft would then be mailed to the total Wood faculty with a request to return it with suggestions, changes, etc. Upon agreement, the faculty would begin to devise strategies and specific tasks to meet the goals and objectives early in September.

Possibly, the new seventh grade class at Wood would be used as a target group to be monitored closely during their Wood careers -- to be tested regularly in order to both evaluate the plan and to help revise and redesign the plan in order to meet actual needs.

By the end of the school year, June 1977, the program design should be completed, implemented, and evaluated to determine effectiveness, and assess the need for modification.


PHILOSOPHY ON READING
GOALS FOR READING GOALS
OBJECTIVES OBJECTIVES OBJECTIVES
STRATEGIES STRATEGIES STRATEGIES STRATEGIES
TASKS TASKS TASKS TASKS TASKS TASKS TASKS TASKS
MEANS MEANS MEANS For evaluating the success of the plan MEANS MEANS MEANS

APPENDIX 5

June 2, 1976

MEMORANDUM

To: Alvin Gross

From: Fran Josephs

Re: MBO Planning

We are in the midst of surveying the staff at Stanton in regard to the Junior High School Network's program there. The results of the survey will be shared with you. Before the end of this school year, I would like to meet with you and your administrative team along with our site coordinators and possibly some members of the old Steering Committee (according to my records that includes the people listed on the attached page 2). What do you think?

Also I would like to talk about next year with you and whomever else you would include about using the professional development and program planning days in September and then the additional staff development days for implementing the goals, objectives and strategies thusfar devised in MBO workshops (see attachment page 1).

I believe that prioritizing your needs is the most important task ahead. The second most important task is actually carrying out objectives -- making all of this real.

Attachments: Goals, Objectives and Strategies (page 1)
Steering Committee (page 2)

STANTON JUNIOR HIGH SCHOOL

We need to review, evaluate and prioritize the goals, objectives and strategies established last summer and at the 4/7/76 workshop.

Documents: summer 1975 report
reports from MBO workshop 4/7/76

Where we are: We have a school-wide goal of creating a positive school climate, which was expressed several different ways in those documents:
"to create an atmosphere where the sutdents and staff would rather be in class doing constructive work than anything else."
"Building climate and student-teacher relationship will be improved. "
"to foster a greater degree of unity in the development and implementation of a progressive program for student growth."
"Establish an environment which will be conducive for quality education."

We have several enabling objectives which are directed toward reaching that goal:

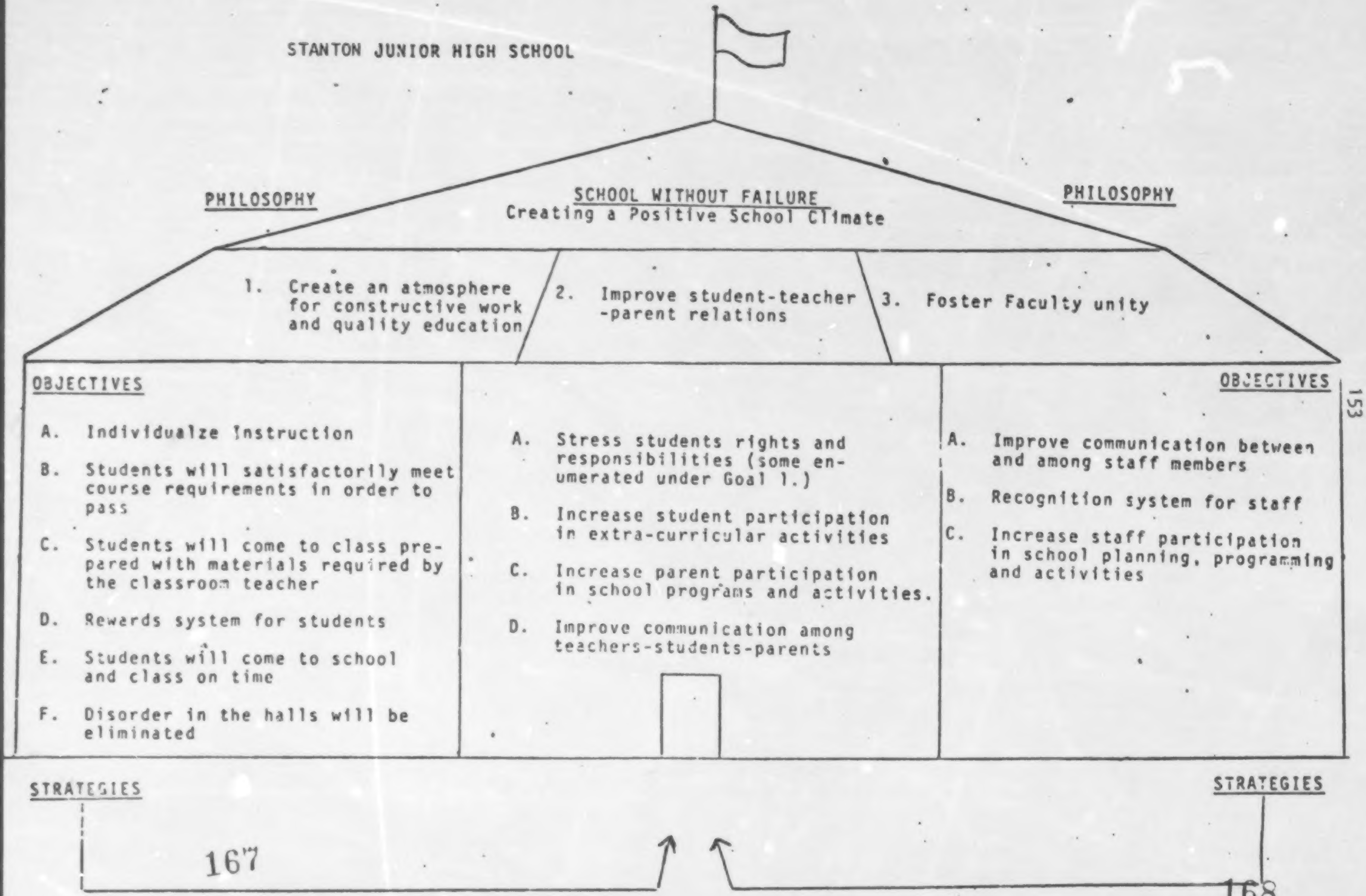
(1) Departments will individualize instruction so that each student will be able to show positive growth via pre and post tests.
(2) Solutions will be developed for the following problem areas: halls, stairways, bathrooms, tardy hall and consistency.
(3) Faculty and staff will grow in the area of communicating with each other. (measureable by use of a questionnaire.)
(4) Tardiness will decrease to less than 1% of total student body. (based upon average daily attendance)
(5) Students rights and responsibilities will be stressed. New student entries will be properly orientated.
(6) Each student will have all implements required by the classroom teacher (pencil, pen, notebooks, etc.)
(7) Students will complete all subjects at grade level.
(8) Student participation in extra-curricular activitieswill increase.
(9) There will be a rewards system set up for students.

We have strategies (or tactics) for carrying out those objectives. Some of these strategies have been followed, others left hanging.

Obstacles: There are too many objectives to deal with at one time.
The objectives are not prioritized.
Not all faculty and administration are committed to all of the objectives.
Not all of the strategies will lead to the accomplishmant of the objectives.
There is not enough school time to deal with all of the objectives with the whole faculty.
Means for evaluating the success of the enabling objectives in reaching the goal have not always been devised.

What we need to do:
1. Prioritize ~~objectives.~~
2. Deal with objectives systematically and in order.
3. Get faculty committment to objectives.
4. Get MBO or Steering Committee working again on strategies, and means for evaluating outcomes.
5. Delegate authority wherever possible.
6. Use staff development time wisely.

STANTON JUNIOR HIGH SCHOOL



PHILOSOPHY

SCHOOL WITHOUT FAILURE
Creating a Positive School Climate

PHILOSOPHY

1. Create an atmosphere for constructive work and quality education
2. Improve student-teacher-parent relations
3. Foster Faculty unity

OBJECTIVES

A. Individualze Instruction
B. Students will satisfactorily meet course requirements in order to pass
C. Students will come to class prepared with materials required by the classroom teacher
D. Rewards system for students
E. Students will come to school and class on time
F. Disorder in the halls will be eliminated

A. Stress students rights and responsibilities (some enumerated under Goal 1.)
B. Increase student participation in extra-curricular activities
C. Increase parent participation in school programs and activities.
D. Improve communication among teachers-students-parents

OBJECTIVES

A. Improve communication between and among staff members
B. Recognition system for staff
C. Increase staff participation in school planning, programming and activities

STRATEGIES

STRATEGIES

Strategies (Tasks) Related to Goals and Enabling Objectives

GOAL 1. Create an atmosphere for constructive work and quality education.

Enabling Objective A. Individualize instruction for each course taught at SJHS

Strategies

- each department will list skills required for each course
- each department will develop or choose a test to determine which skills the student possesses
- each course teacher will develop learning stations, learning activity packages, contracts and audio visual aids to teach the skills required
- departments will explore possibility of multi-level scheduling
- the modular approach will be examined
- inter-departmental input will be obtained to plan and coordinate the instructional program

Enabling Objective B. Students will satisfactorily meet course requirements in order to pass

Strategies

- strategies for individualizing instruction will be carried out (Enabling Objective A)
- students will be informed of class requirements for passing in September
- teachers will apprise students of their progress periodically
- teachers will periodically remind students that make-up courses will not be offered through special scheduling
- students who fail will be encouraged to make up courses in summer school

Enabling Objective C. Students will come to class prepared with materials required by classroom teachers

Strategies

- school store will be open where students can purchase supplies - run by students (8:30 - 9:00 A.M.)
- contracts will be signed by all students in September

that they will bring required materials to school or be sent home; copies of the contracts will be sent to parents to be signed and returned

Enabling Objective D. A rewards system for students will be established

Strategies

- rewards will be made to students for:

  perfect attendance
  positive class conduct
  good citizenship
  scholastic achievement

- rewards may be in the form of canteens, movies and refreshments
- end of the year awards assembly will recognize outstanding student behavior

Enabling Objective E. Students will come to school and to class on time

Strategies

- A.M. - students will be sent directly to class as soon as they arrive with a pass from 108
- teachers will assume active duty outside classroom during passing, with 100% participation
- a ninth grade hall monitor group will be formed
- lavatories on the 2nd and 3rd floors will be open five minutes during passing to class; lavatories on the first floor will be open all day
- detention hall will be held P.M. for students tardy to school and to class

Enabling Objective F. Disorder in the halls will be eliminated

Strategies

- strategies for ending tardiness will be carried out (Enabling Objective E)
- students in halls during class time will have passes
- building passes will be held to a minimum
- students will use sign-out sheets when leaving class during class time
- daily sign-out sheets will be provided by the office, monitored by classroom teachers and reviewed periodically by administrators

GOAL II Improve student-teacher-parent relations

Enabling Objective A. Students rights and responsibilities will be stressed

Strategies

- faculty and administration will review Student Handbook and Student Bill of Rights , and this document
- Student Handbook will be updated
- all students will be properly oriented to responsibilities and rights by all staff members
- a section "buddy system" will become part of the orientation program
- ninth grade student council members will assist in orientation of the seventh grades

Enabling Objective B. Student participation in extra-curricular activities will be encouraged

Strategies

- staff will determine what activities can be offered
- extra-curricular activities will meet weekly
- progress or events in extra-curricular activities will be presented at PTSA meetings

Enabling Objective C. Increase parent participation in school programs and activities

Strategies

- meeting sites for PTSA meetings will be convenient to parent population
- parents will be advised of school programs and activities in advance

Enabling Objective D. Improve communication among teachers - students-parents

Strategies

- strategies to increase parent participation in school programs will be carried out (Enabling Objective C)
- parents will be encouraged to visit school to meet staff

- parent will sign report cards and return them to school
- tests will be sent home for review and signature of parent and filed by subject teacher
- weekly assignment sheets will be maintained by students to be taken home and signed by parents weekly
- telephone communication between parents and teachers will be encouraged regarding student failures, absenteeism and/or other problems
- parents will be provided with copies of the school philosophy, goals, objectives and strategies

GOAL III Foster faculty unity

Enabling Objective A. Improve communication between and among staff members

- rating sheet that staff member can use to rate himself/herself on communications will be provided
- communication captains will be designated -- persons to be responsible for sharing information with others on their floor

Enabling Objective B. Recognition system for staff will be established

- joint committee of teachers and administrators will establish criteria and methods of selection

Enabling Objective C. Increase staff participation in school planning, programming and activities

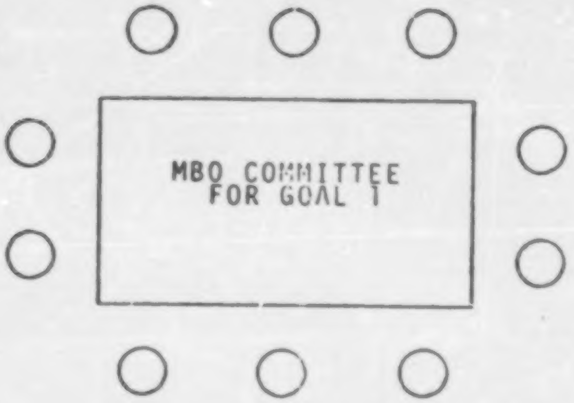
- departments will meet second Wednesday of each month
- joint committee of teachers and administrators will be established to develop means for evaluating whether the goals of the school program have been reached based upon a determined timetable
- staff will participate in any revision of the school plan based upon the results of the evaluation

APPENDIX 6

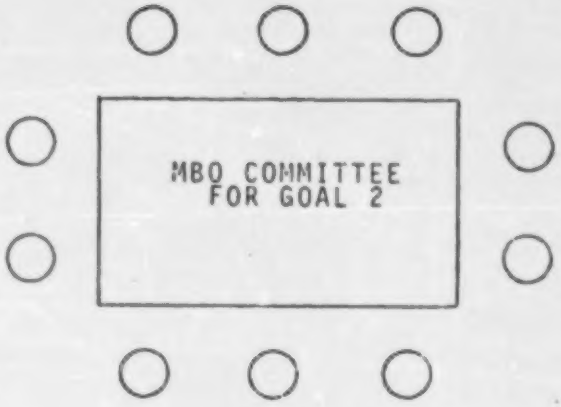
STANTON JUNIOR HIGH SCHOOL

MBO COMMITTEES

GOAL # 1: CREATE AN ATMOSPHERE FOR CONSTRUCTIVE WORK AND QUALITY EDUCATION.


MBO COMMITTEE FOR GOAL 1

GOAL # 2: IMPROVE STUDENT-TEACHER-PARENT RELATIONS


MBO COMMITTEE FOR GOAL 2

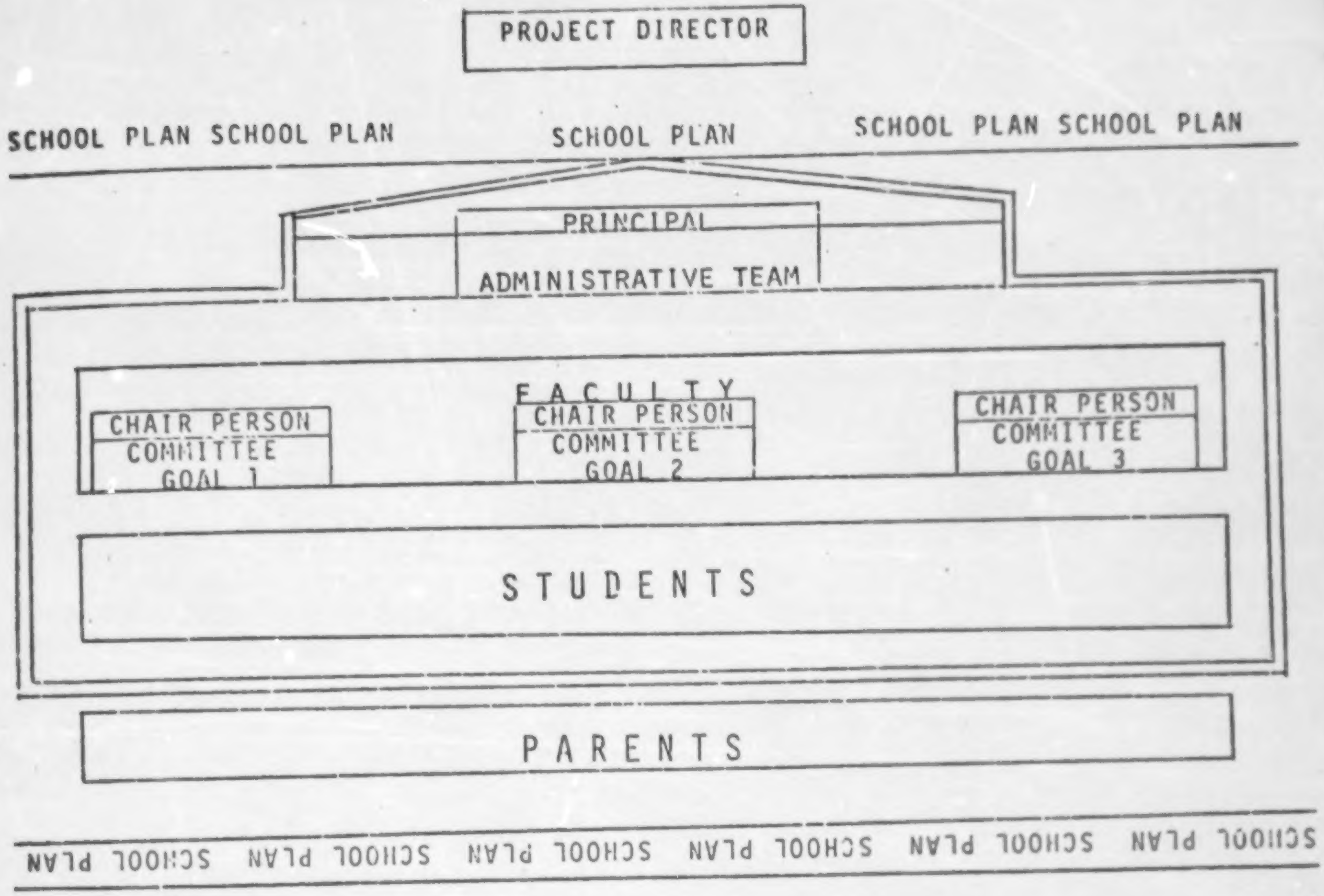
MEMBERS

ADMINISTRATIVE TEAM

FACULTY

(CHAIRPERSON IS FACULTY MEMBER)

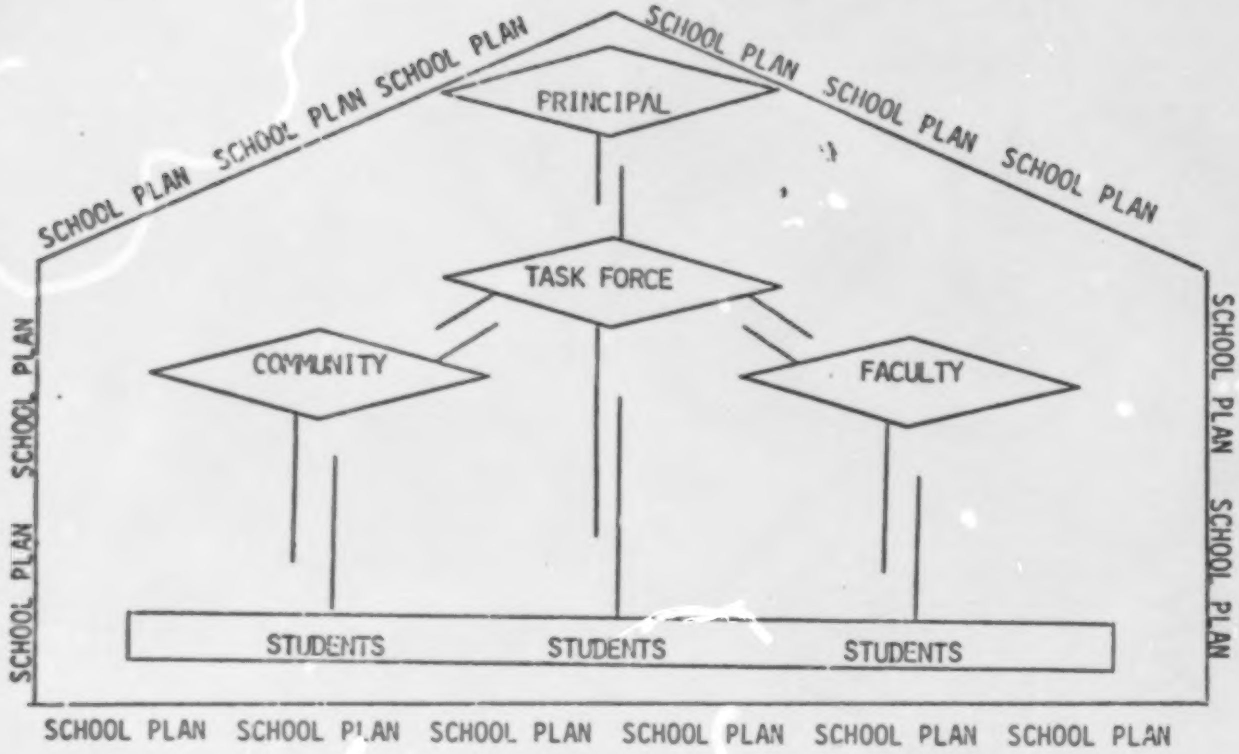
STANTON JUNIOR HIGH SCHOOL


PROJECT DIRECTOR
SCHOOL PLAN SCHOOL PLAN
SCHOOL PLAN
SCHOOL PLAN SCHOOL PLAN
PRINCIPAL
ADMINISTRATIVE TEAM
FACULTY
CHAIR PERSON
COMMITTEE
GOAL 1
CHAIR PERSON
COMMITTEE
GOAL 2
CHAIR PERSON
COMMITTEE
GOAL 3
STUDENTS
PARENTS
SCHOOL PLAN SCHOOL PLAN SCHOOL PLAN SCHOOL PLAN SCHOOL PLAN SCHOOL PLAN

Principal:	Administers school plan, delegates authority to administrative team, faculty, students and parents, monitors committees, masters MBO concepts and process.
Administrative Team:	Monitors committees, carries out designated tasks from school plan, masters MBO concepts & process.
Committee Chairpersons:	Lead committees through tasks designated by principal, master MBO concepts and skills, report results to principal and administrative team.
Committees:	Carry out designated tasks, refine objectives, prioritize objectives, expand or eliminate objectives, develop action plans and criteria charts.
Faculty:	Know school plan components which demand specific performance criteria,of them, commit themselves to carrying out school philosophies, goals and objectives.
Students:	Know school plan components which demand specific performance criteria of them, help monitor school plan, commit themselves to school philosophy, goals and objectives.
Parents:	Same as students.

APPENDIX 7

WOOD JUNIOR HIGH SCHOOL



Principal:	Directs Task Force planning, makes final decisions on school policy, directs implementation and evaluation of school plan, receives training in MBO skills.
Task Force:	Makes policy and planning recommendations to principal, develops school plan, implementation and evaluation design, receives training in MBO skills.
Department Chairpersons:	Receive input from department members to use at Task Force meetings, feedback information growing out of Task Force meetings to department members, trains department members in MBO/CBC skills.
Local Board Members:	Receive input from local community for Task Force planning, feedback information growing out of Task Force meetings.
SCAC Representative	Receive input from union members for Task Force planning, feedback information to union members.
Faculty:	Gives input into school plan design through department chairperson to apply at Task Force meetings.

WOOD JUNIOR HIGH SCHOOL

ADVISORY TASK FORCE

PRINCIPAL	← PROVIDES INPUT FROM ADMINISTRATIVE TEAM, REGIONAL OFFICE AND DOWNTOWN
14 DEPARTMENT CHAIRPERSONS	← PROVIDES INPUT FROM 86 FACULTY THROUGH DEPARTMENTS
7 SCHOOL CHAPTER ADVISORY COMMITTEE MEMBERS	← PROVIDES INPUT FROM 50% FACULTY WHO ARE UNION MEMBERS
16 LOCAL BOARD MEMBERS	← PROVIDES INPUT FROM WOOD COMMUNITY INCLUDING PARENTS AND STUDENTS
4 OUTSIDE RESOURCE PEOPLE	← PROVIDE TECHNICAL ASSISTANCE FROM RENP, TITLE I, RIGHT TO READ, AND PARTNERS IN EDUCATIONAL REFORM

▣ =ELECTED REPRESENTATIVES

APPENDIX 8

Agenda for Formal Training of Principals

At the end of the session, the principals will be able to:

1. list the major components of an MBO Cycle (planning, implementation, and evaluation)
2. in regard to the planning component, differentiate between philosophy, goals, and abjectives
3. identify the four components fo a management objective
4. carry out a force field analysis of a goal
5. develop a flow chart* for the accomplishment of a management objective

* Action Plan

APPENDIX 9

MEMORANDUM TO FILES

From: Fran Josephs

Subject: Planning session for administrative team at Stanton JHS

Date: November 17, 1976

Participants: Alvin Gross, Sharon Turner, Louis Shaefer and Fran Josephs

In the session which I led, we first differentiated between goals and objectives and then between management objectives and instructional objectives.

Then we began to discuss the goals of the administrative team at SJHS. The three goals identified by the team were:

GOALS: (1) to implement CBC awareness as directed by the Superintendant
(2) to implement/evaluate the school plan
(3) to have all students in every grade achieve (be promoted)

Next we took each goal and turned it into an objective by adding who is responsible, how we know we have accomplished it, what is to be done and when:

OBJECTIVES: (1) By June 1977, the administrative team will implement CBC awareness by helping all teachers write curriculum objectives for each course; by focusing on CBC awareness at (a) staff development session(s).

(2) By June 1977, the administrative team will have the school plan implemented and evaluated by monitoring the MBO Committees so that they: incorporate CBC into the school plan, develop action plans for each objective and set criteria for evaluating the plan; by reviewing the action plans and evaluation designs written by the MBO Committees.

(3) By June 1977, the administrative team will have helped all students in every grade level achieve (be promoted) by requiring that course outlines include requirements for student promotion; by monitoring counselor follow-up to students who fail; by monitoring the promotion system based upon criteria set by course teachers and the school system; by directing a case study of the ninth grade failures for the first advisory (a needs assessment).

The administrative team divided responsibilities in this way:

Gross: School Plan, MBO Committee #3; CBC Requirements: Social Studies; Ninth grade case study coordinator

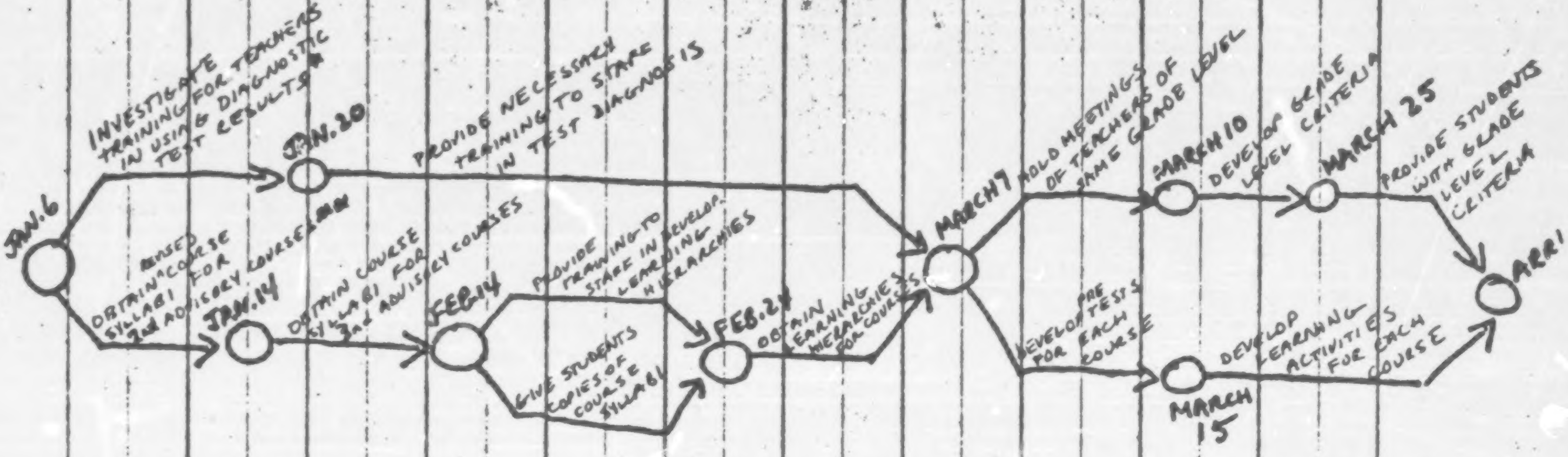
Turner: School Plan, MBO Committee #1; CBC Requirements; English

Shaefer: School Plan, MBO Committee #2; CBC Requirements: Math

At our meeting next week, we will do a force field analysis of one of the objectives and develop an action plan for the team.

APPENDIX 10

ACTION PLAN
FOR INDIVIDUALIZING INSTRUCTIONAL PROGRAM AT SJHS


JAN.6
INVESTIGATE TRAINING FOR TEACHERS IN USING DIAGNOSTIC TEST RESULTS*
JAN.20
PROVIDE NECESSARY TRAINING TO STAFF IN TEST DIAGNOSIS
REVISED
OBTAIN COURSE SYLLABI FOR 3rd ADVISORY COURSES**
JAN.14
OBTAIN COURSE SYLLABI FOR 3rd ADVISORY COURSES
FEB.14
PROVIDE TRAINING TO STAFF IN DEVELOP. LEARNING HIERARCHIES
GIVE STUDENTS COPIES OF COURSE SYLLABI
FEB.24
OBTAIN LEARNING HIERARCHIES FOR COURSES
MARCH 7
HOLD MEETINGS OF TEACHERS OF SAME GRADE LEVEL
MARCH 10
DEVELOP GRADE LEVEL CRITERIA
MARCH 25
PROVIDE STUDENTS WITH GRADE LEVEL CRITERIA
DEVELOP PRE TESTS FOR EACH COURSE
MARCH 15
DEVELOP LEARNING ACTIVITIES FOR EACH COURSE
APR 1

* MORRISON-MCCALL
BOTEL
PCT
PMT

** SKILLS
BEHAVIORAL OBJECTIVES
ACTIVITIES
EVALUATION

APPENDIX 11

MEMORANDUM TO FILES
From: Fran Josephs
Subject: Planning session with James Clark December 11
Date: December 15, 1976

Jim and I met to plan his presentation to the second MBO workshop for junior high principals and administrators. We talked about his goal for the presentation and then worked on the objectives for the session. In addition, we discussed the activities he might pursue to teach the objectives to the participants; we also tested ourselves on the objectives so that we were clear on their purpose.

I promised that we would prepare the necessary handouts and transparencies and make copies for Jim's future use.

Results:

Jim's Goal: to understand how the MBO process works at WJHS.

The Objectives:

1. each participant will have identified the usual problems associated with dealing with key school groups (community, parents, teachers, SCP & students) in isolation from each other;
2. each participant will be able to match the members of the WJHS advisory task force with the key school groups and state how they were chosen;
3. each participant will be able to list the benefits to an administrator of working with an elected advisory task force in managing the building;
4. each participant will be have criticized the WJHS 1976-77 school-wide plan by applying the definitions of the terms: philosophy, goals & objectives;
5. each participant will have identified problems associated with implementing the MBO process as designed at Wood;
6. each participant will have helped devise a check sheet for principals to follow in order to develop the habit of planning.

APPENDIX 12

FORCE FIELD ANALYSIS (Used at Stanton JHS, Dec. 2, 1976 in Staff Development session on developing Action Plans by Fran Josephs)

In developing Action Plans to get a school plan working, you must continuously consider the resources and constraints related to achieving the objective.

One way to do a force field analysis of an objective is to use a chart like the one below:

Objective: By January 1977, disorderly conduct*in the halls will be eliminated.

helping	hindering
--most teachers are now doing hall duty	--classes sometimes are dismissed in disorder
--most teachers agree with the objective	--some teachers let students out early
--most classes are dismissed orderly	--some students don't agree with the objective
--classes are usually dismissed at the proper time	--teachers cannot be on duty 100%
	--students are not penalized for being tardy
	--there is no enforcement of the rules on disorderly conduct in the halls
	--sometimes it is difficult to identify the disorderly student

*disorderly conduct was defined to include: profanity, loud talking, screaming, fighting, running, banging on lockers, pot smoking, cigarette smoking, throwing objects, littering, swinging from objects, etc.

In order to combat the negative or constraining forces, WE NEED TO:

--enforce tardy and class cutting policy

--get all classes to dismiss orderly and on time

--develop a teacher buddy system or other means for teachers to monitor halls

--pinpoint or identify chronic student offenders

--develop a policy for modifying offenders' behavior

--identify areas in school of high disorder

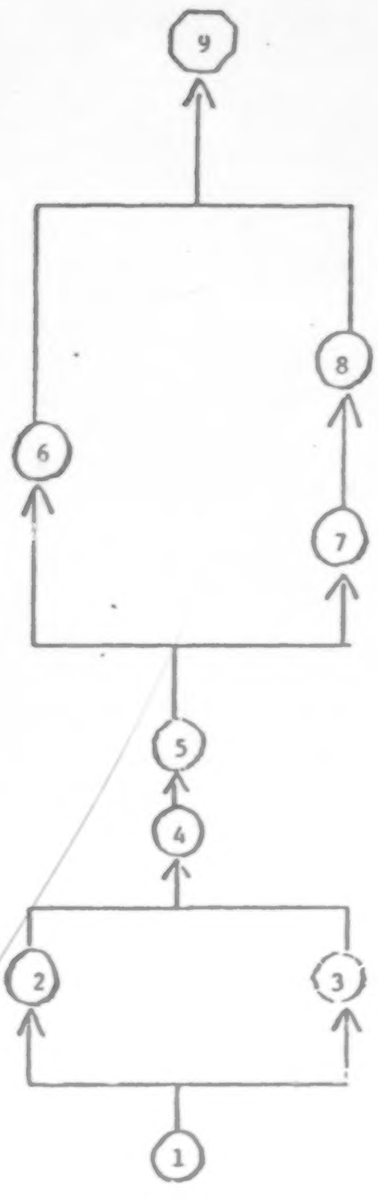
APPENDIX 13 a

PARTNERS IN EDUCATIONAL REFORM
JUNIOR HIGH SCHOOL PROJECT IN SCHOOL MANAGEMENT

"MBO for the Classroom Teacher" March 1, 1977

Goals for first class session: (1) to describe convincingly the role and skills needed for effective team planning in a school (2) to practice some of the managerial skills.

Network



Objectives

By the conclusion of the first class session, you will be able to:

1. List the major components of the MBO cycle.
2. Compare the MBO-cycle and the CBC instructional cycle.
3. Describe the managerial roles in a local school.
4. Differentiate between the managerial role of the teacher inside and outside the classroom.
5. Given a list of statements, distinguish between goals and objectives.
6. With the help of others, carry out a force field analysis of an administrative goal.
7. Differentiate between administrative objectives and instructional objectives.
8. Write at least two administrative objectives.
9. Develop a management action plan.

March 7, 1977

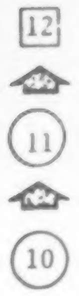
PARTNERS IN EDUCATIONAL REFORM

Junior High School Project in School Management

"MBO FOR THE CLASSROOM TEACHER"

Goals for the first half of the second session: (1) to describe the implementation and evaluation components of the MBO Cycle, and (2) to practice some of the managerial skills.

NETWORK



OBJECTIVES

By the conclusion of the second session, you will be able to:

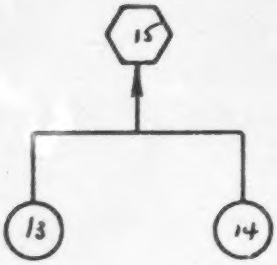
10. Describe the use of an action plan in implementing a planned project.
11. Identify at least three ways to carry out formative evaluation.
12. Differentiate between formative evaluation and summative evaluation.

LEARNING HIERARCHY

FOR SECTION A

Section A is designed to enable the user of this manual to achieve each of the following objectives in the sequence shown in the Network.

NETWORK



OBJECTIVES:

13. Given a network of a learning hierarchy, identify or name the dependent relationships illustrated in the network.

    Reference: Pages 13-39, Ex.A-1

14. Given a network of a learning hierarchy, name the several options a teacher has in selecting the order in which she will teach the objectives.

    Reference: Pages 42-45, Ex. A-2

15. Given a learning hierarchy, apply all the rules for reading a learning hierarchy.

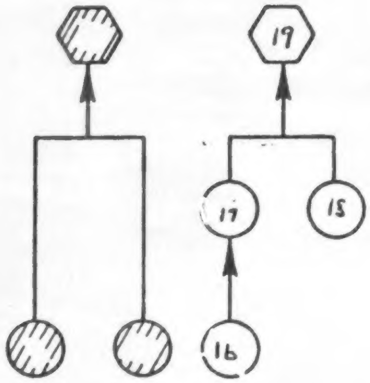
    Reference: Pages 47-61, Ex. A-3

LEARNING HIERARCHY

FOR SECTION B

This section is designed to enable you to perform each of the objectives included in this learning hierarchy.

NETWORK



OBJECTIVES:

16. Given a hierarchy network, sketch a Version 4 or Version 5 "Road Map" for the hierarchy.

    Reference: Pages 69-76, Ex. B-1

17. Given a hierarchy with a complex network, identify at least four sub-hierarchies and sketch sequential networks that you would hand out to your students.

    Reference: Pages 79-84, Ex. B-2

18. Given a hierarchy network, design a record book for monitoring the progress of your students.

    Reference: Pages 89-107, Ex. B-3

19. Write a letter or statement describing the function of a Progress Chart.

    Reference: Pages 89-107, Ex. B-4

APPENDIX 13b

WOOD JUNIOR HIGH SCHOOL
TASK FORCE MEETING

NOVEMBER 10, 1976
7:00 P. M.

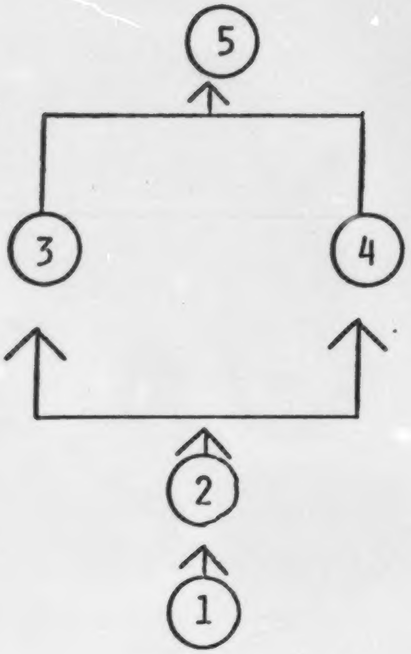
AGENDA

1. Training for the Task Force
    - o update: why training would be helpful
    - o training content: Management by Objectives
    - o training purpose: revision of school plan and integration of CBC transference of MBO skills to CBC
2. Discussion of training
    - o acceptance or rejection of training
    - o where do we go from here
3. Staff Development: all day session with Drs. Novick and Shelley
    - o feedback from staff development session
    - o November 17 or 18
    - o structuring of day
4. Other business

FIRST SESSION

MANAGEMENT BY OBJECTIVES FOR SCHOOLS
Task Force Training Session

WOOD JUNIOR HIGH SCHOOL
December 8, 1976,3:15p.m.



OBJECTIVES

It is expected that you will be able to perform each of the following as we move through the session:

1. List the three components of a complete plan.
2. Describe the characteristics of a philosophy, goals and objectives.
3. Given a list of statements, distinguish between philosophy and goals
4. Given a list of statements, identify those which have all the characteristics of an objective and those which do not.
5. With the help of the others, criticize the Wood school plan in terms of the new definitions of terms philosophy, goals and objectives.

Attached is the work of the Task Force at the second session, including the force field analysis and the alternative actions and the action plan.

Objective #6: Force Field Analysis

objective: The faculty will raise 80% of student reading scores by one grade level by June 1977.

helpful forces

- -- most faculty recognize reading problem
- -- Wood has some reading labs
- -- Everyone Read program
- -- some teachers have taken courses in "how to teach reading"
- -- staff development programs on reading
- -- Book fair
- -- overall national interest in reading and return to basic skills

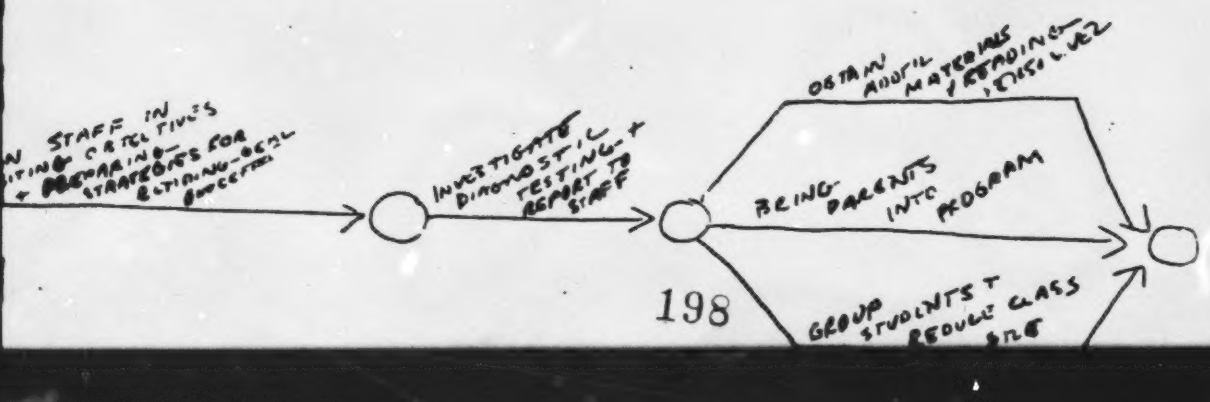
constraining forces

- -- not enough reading facilities in each teachers' classroom
- -- not enough preparation for entire staff to implement a reading program
- -- overcrowded classrooms
- -- too wide range of reading levels in each class
- -- most students not interested in reading because of lack of interesting materials, poor home reading habits, role of media
- -- library materials do not adequately meet low reading level of some students (also text books)
- -- diagnostic tests sometimes inadequate
- -- not clear how to use diagnostic test results effectively
- -- hard to determine student reading growth
- -- inadequate funds available

Action Alternatives

We need to: acquire more reading facilities and materials for the classroom teacher
reduce class sizes
bring parents into the reading program
group students within classes and departments
get more materials for library at lower reading levels
prepare strategies to use by whole school
teach faculty to write objectives
develop strategies for each department
have whole area of diagnostic testing investigated: how to do it, what to do with the results, how to reevaluate; then train whole staff

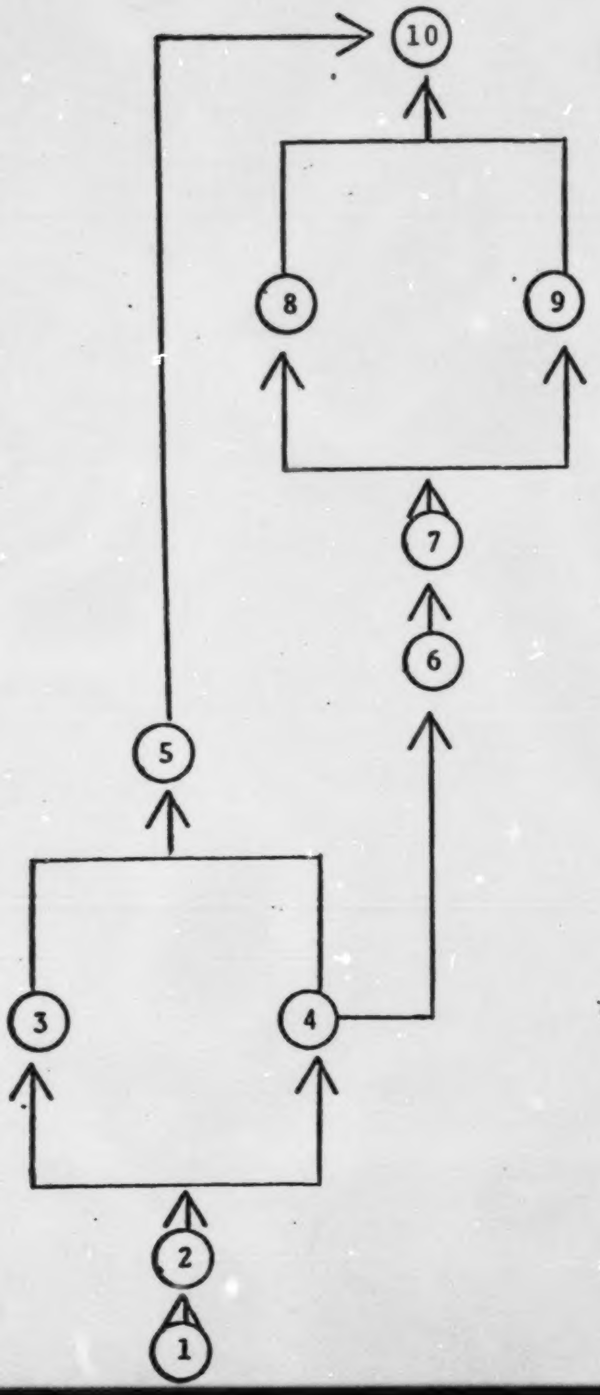
Objective #7: Action Plan


N STAFF IN
ITING OBJECTIVES
+ PREPARING STRATEGIES FOR
ACTIVITIES
INVESTIGATE DIAGNOSTIC TESTING + REPORT TO STAFF
OBTAIN ADDITIONAL MATERIALS / READING LEVELS
BRING PARENTS INTO PROGRAM
GROUP STUDENTS + REDUCE CLASS SIZE

SECOND SESSION

MANAGEMENT BY OBJECTIVES FOR SCHOOLS
TASK FORCE TRAINING SESSION

WOOD JUNIOR HIGH SCHOOL
January 11, 1977, 3:15P.M.



OBJECTIVES

It is expected that you will be able to perform each of the following as we move through the session:

6. With the help of others, carry out a force field analysis of a school-wide objective
7. With the help of others, develop an action plan for the school-wide objective.
8. Identify at least two ways for monitoring the implementation of the action plan.
9. Differentiate between process evaluation and product evaluation.
10. With the help of others, plan the revision of the Wood Junior High School plan.

WOOD JUNIOR HIGH SCHOOL
TASK FORCE MEETING-THIRD TRAINING SESSION

FEBRUARY 15, 1977
3:15 p.m.

MINUTES

The Task Force met at 3:15 p.m. and opened the session with a discussion of the difference between the management roles of the classroom teacher and the teacher outside the classroom. Management roles for a teacher outside his or her own classroom might include department chairperson, S.C.P. representative, Task Force member, or a school-wide committee member. The MBO process is a tool for managers in their extra-instructional roles.

The Task Force set as its primary goal the design of a school-wide plan, including philosophy, goals and objectives, for the 1977-1978 school year.

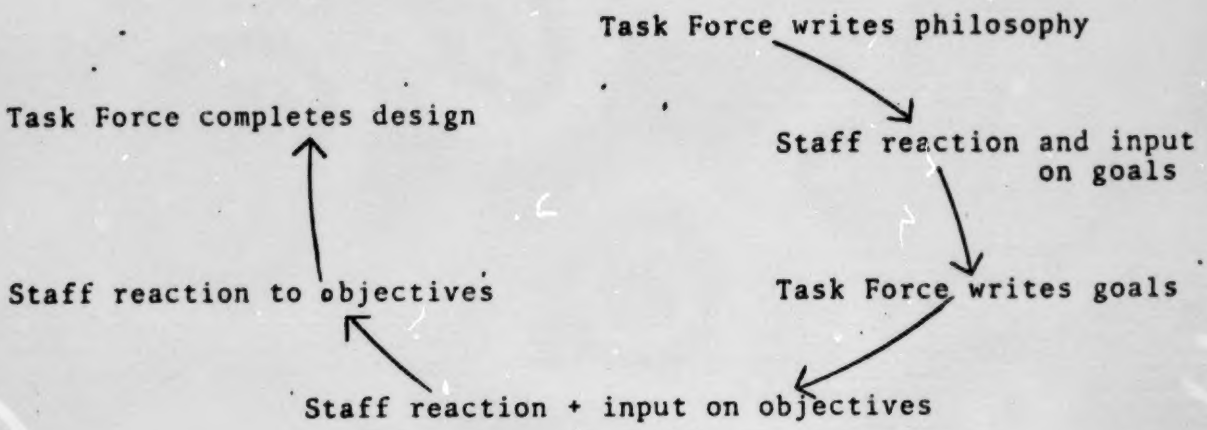
Next, the group carried out a force field analysis of the goals:

HELPING FORCES	HINDERING FORCES
+ Training Session for Task Force	- getting full participation of all Task Force members.
+ Administration is behind it	- don't have a process for getting input from whole faculty
+ Have old plan to work with	- unclear what city-wide system wants from CBC
+ Most teachers feel some benefit from this year's plan	- some teachers do not see benefit of a school plan
	- work load of department chairpersons
	- gaining input from local board members difficult
	- time constraints

Therefore, the Task Force needs to:

- gain time away from class to work on plan!
- check with Task Force members regarding meeting in evenings for Spring.
- notify task force members of meetings at least one day in advance (in writing)
- gain input from faculty through departments
- deal with what we have now in hand from CBC city-wide
- organize to write philosophy

A suggested flow for gaining input from faculty was accepted:

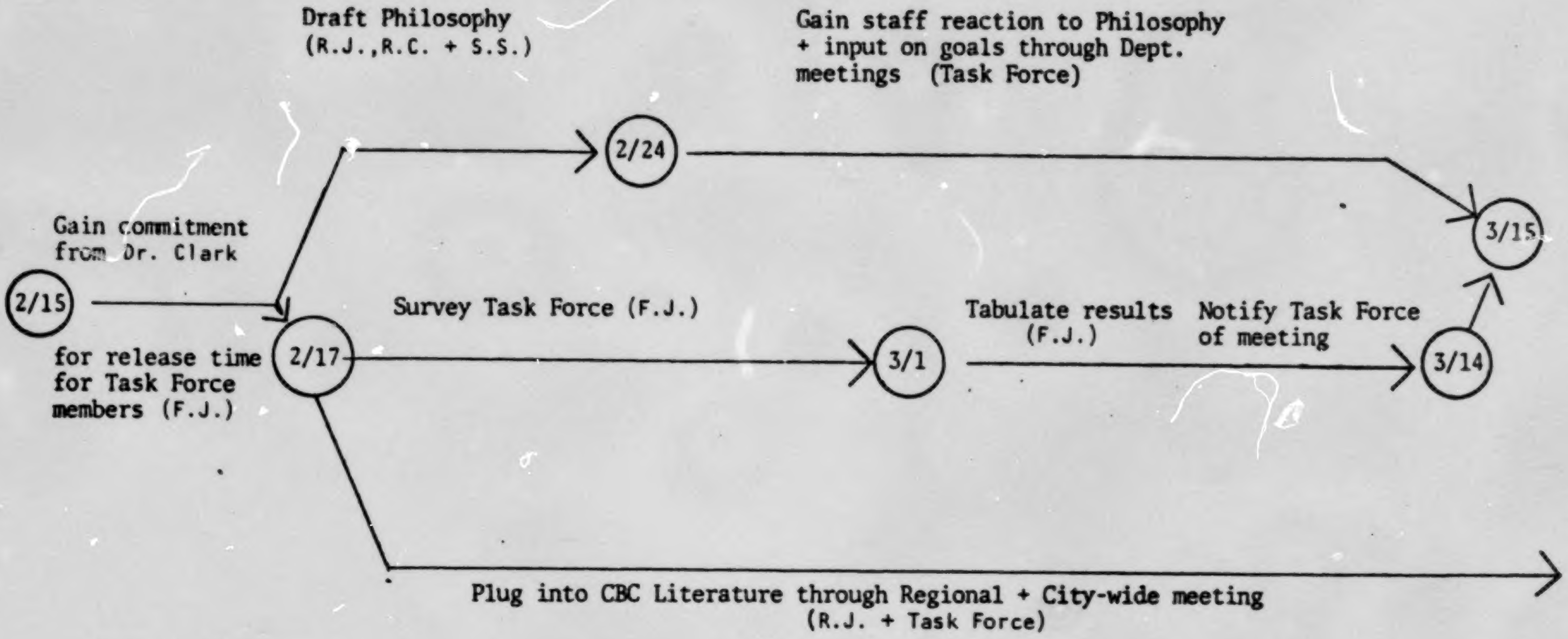

Task Force writes philosophy
Staff reaction and input on goals
Task Force writes goals
Staff reaction + input on objectives
Staff reaction to objectives
Task Force completes design

Finally, the action plan was developed. (See chart attached)

The next Task Force meeting will be March 15.

Attending

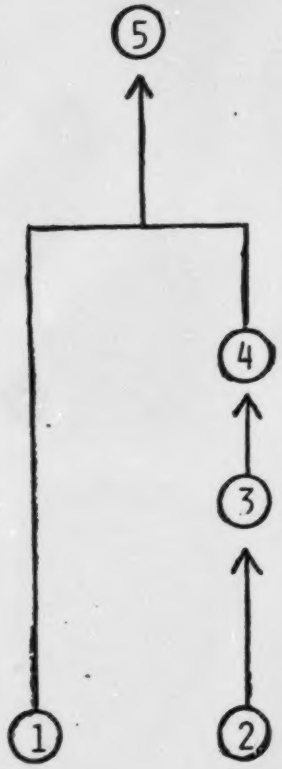
Roberta Jacobson
Joann Frost
R. Campton
Fran Josephs
Steve Sharpe


Draft Philosophy
(R.J.,R.C. + S.S.)
Gain staff reaction to Philosophy + input on goals through Dept. meetings (Task Force)
2/24
Gain commitment from Dr. Clark
2/15
for release time for Task Force members (F.J.)
2/17
Survey Task Force (F.J.)
3/1
Tabulate results (F.J.)
Notify Task Force of meeting
3/14
3/15
Plug into CBC Literature through Regional + City-wide meeting (R.J. + Task Force)

THIRD SESSION

MANAGEMENT BY OBJECTIVES FOR SCHOOLS
Task Force Training Session

WOOD JUNIOR HIGH SCHOOL
February 15,1976 3:15p.m.



OBJECTIVES

It is expected that you will be able to perform each of the following as we move through the session.

1. Differentiate between the roles of the management team and the classroom teacher.
2. Set the goal(s) of the Task Force
3. Carry out a force field analysis of the goal(s)
4. Develop an action plan for the goal(s)
5. Describe the responsibilities of Department Chairpersons

APPENDIX 14

PARTNERS IN EDUCATIONAL REFORM

Junior High School Project in School Management

Course: Developing Reading Objectives and Learning Activities for Your Classes

Instructors: Dr. Gloria Novick
Dr. Pamela B. Shelley

This course is designed to assist you in defining specific reading skills related to your content area. Emphasis will be on writing behavioral objectives for the reading skills and preparing instructional tasks and strategies to attain objectives within the content area.

TEXT: Cook, J. Marvin, The Successful Teacher: A Systematic Approach, Columbia, Md.: Globe Publishers, Inc., 1976

Behavioral Objectives:

Who: Wood and Coolidge JHS Faculty (B.U. & U.F.C. Instructors)

I. At the end of the course each student will be able to construct behavioral objectives in the particular content area with four essential components.

Enabling Activities

1.0 Read in The Successful Teacher, Section A: "Instructional Objectives With Learning Hierarchies" pp 11-67.

and

1.1 Writing Behavioral Objectives

or

1.2 How to Meet Accountability With Behavioral Objectives and Learning Hierarchies

or

1.3 Stating Behavioral Objectives For Classroom Instruction

or

1.4 Preparing Instructional Objectives

or

1.5 Effective Teaching Strategies With Behavioral Outcomes

Using these references note the following:*

- a definition
- essential components
- necessary jargon
- likenesses and differences among authors

* reference forms shall be provided

Using references and text construct a sample objective for this course (individually or in small groups), and Identify the four components of behavioral objectives as described and construct five behavioral objectives related to the performance tasks for your content areas as described in "A Design for a Competency Based Curriculum Pre-Kindergarten to Grade Twelve," April, 1976.

Evaluation:

A regular graduate grading scale shall be used for evaluating all competencies.

II. At the end of the course each student will be able to design instructional tasks to teach vocabulary and comprehension in their content area.

Enabling Activities

2.0 Lecturette with demonstration

2.1 Read text: Section B, Teaching Strategies pp 111-152

2.2 Select any reading reference included in the bibliography and adapt to your particular content area an activity designed to improve word attack and comprehension*

Evaluation:

Same as above.

III. At the end of the course each student will be able to critically evaluate authoritative opinions in the field of reading and the specific content area.

At the end of the course each student will be able to use appropriate references and critically evaluate research and theoretical concerns in reading and the particular content area as well.

Enabling Activities

3.0 Select appropriate chapter from texts in bibliography. Note and react to suggestions from three authors as how they would work with Wood students. Defend your opinion.

3.1 Attend reading workshop sponsored by Bowdon University and the University of Federal City. Critique two sessions.
Where: Bowdon University
School of Education
When: April 2, 1977
Time: 8:30 a.m. - 4:00 p.m.

3.2 Demonstrate individually, a technique of teaching reading (vocabulary or comprehension) skills in class.

Evaluation Same as above

IV. At the end of the course each student will be able to evaluate student achievement of behavioral objectives (performance competencies) using informal measures including criterion reference testing.

Enabling Activitives

4.0. Read text : "Evaluation of Student Achievement" pp 153-191.

4.1. Develop criterion reference test to measure the following skill competencies based on stated objectives from the particular content area -

-analytical skill
-consumer/producer skill
-communication skill
-social and political skill
-self actualization skill

Evaluation

Same as above

APPENDIX 15

MEMORANDUM TO FILE
Subject: Planning session at Stanton JHS on Ninth grade project, Feb 16
Date: Feb. 22, 1977

Participants: Alvin Gross, Maria D'Angelo, Louis Shaefer, Dr. Adam Karpman & Fran Josephs

We began by articulating the goal for the project: to reduce ninth grade failures during the third advisory. Turning that into an objective, it was restated : By the end of the 3rd advisory, ninth grade failures will have been reduced by 50% compared to the second advisory. Next we did a force field analysis of the goal:

helping forces

-- no summer school
-- ninth grade attendance appears to be improving
-- graduation approaching (increasing awareness of need to pass)
-- importance of 3rd advisory grade
-- most students have been responsive to administration help
-- administration's desire to increase study time (lunch, homeroom, and after school)

hindering forces

-- some 9th grade homeroom teachers unaware of requirements of 9th grade classes
-- truancy on part of 20% of failures
-- almost all student failures read below grade level
-- unclear if all teachers & 9th grade students have graduation requirements in writing
-- lack of parental involvement
-- most teachers not committed to use of home assignments (homeroom teachers not following up)
-- ninth grade teachers not a work group
-- lack of team feeling & knowledge of action for dealing with 9th grade failures
-- lunch & homeroom often viewed as free time

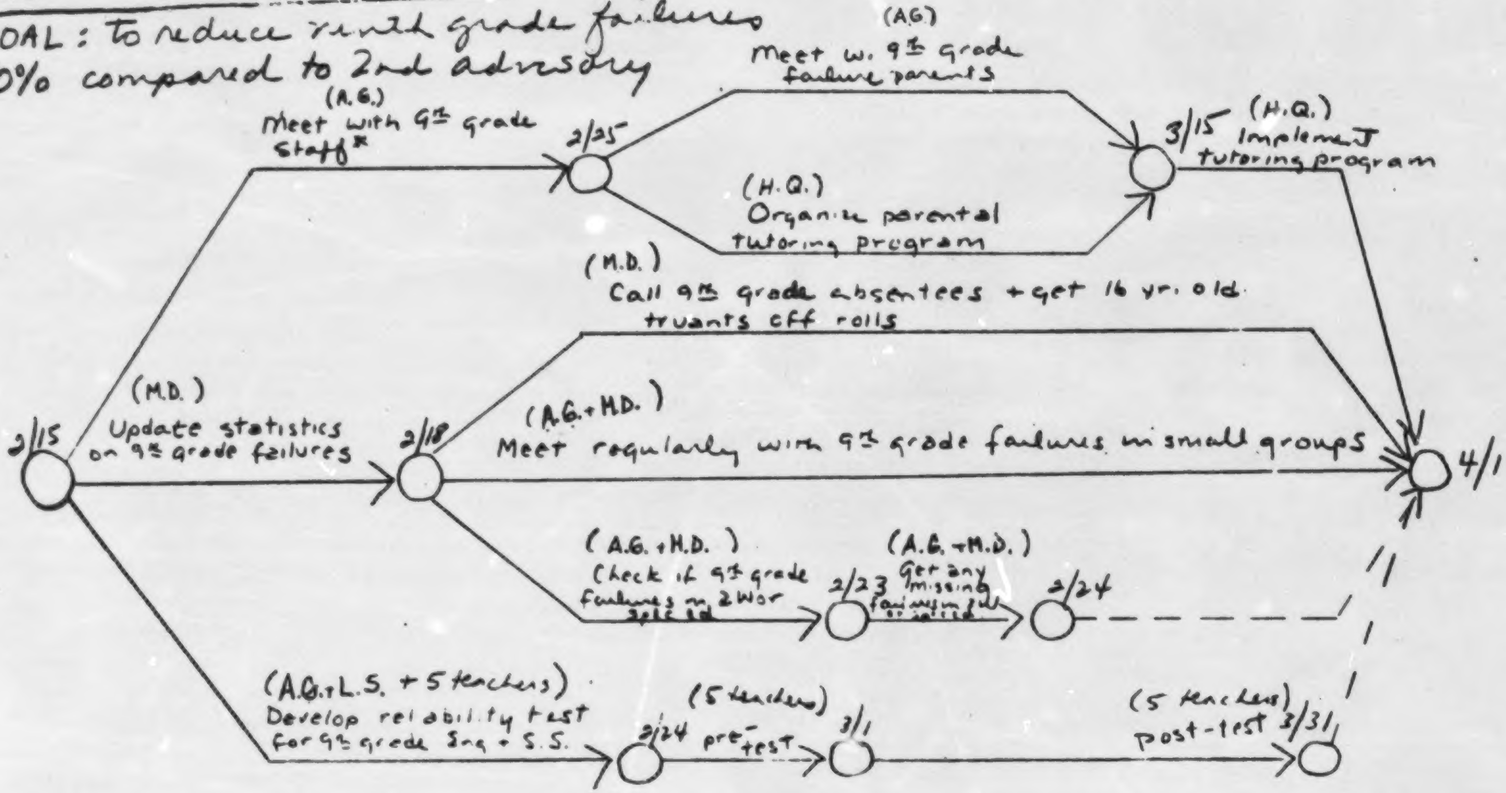
Therefore, we need to:
-get students off roles who are truants and 16
-continue meeting with ninth grade failures in small groups
-get graduation requriements out to all 9th grade teachers & students (recheck & remind)
-develop a tutoring program
-update statistics on 9th grade failures
-meet with all 9th grade teachers, counselor, assistant principal and program coordinator to develop team
-meet with 9th grade failure parents
-gain 9th grade homeroom teacher commitment to homework assignments
-check which 9th grade failures are in Two-W and special ed programs
-increase opportunities for supervised study
-develop means for evaluation of project

Before developing an action plan, we discussed the roles of those who are affecting ninth grade: principal, assistant principal for ninth grade, counselor for ninth grade, program coordinator, 9th grade homeroom teachers, ninth grade sponsers, 9th grade class teachers, 9th grade monitors in cafeteria & library, 9th grade students, 9th grade class officers, and 9th grade parents. We drew up an organizational chart and concluded that the administrative responsibility for the ninth grade was Louis's (assistant principal), but that Alvin was director of the ninth grade project on reducing failures.

Finally we drew up the action plan (see attached).

NINTH GRADE PROJECT — THIRD ADVISORY

GOAL: to reduce ninth grade failures 50% compared to 2nd advisory


(A.G.)
Meet w. 9th grade failure parents
(A.G.)
Meet with 9th grade staff*
2/25
3/15
(H.Q.)
Implement tutoring program
(H.Q.)
Organize parental tutoring program
(M.D.)
Call 9th grade absentees + get 16 yr. old truants off rolls
(M.D.)
Update statistics on 9th grade failures
2/15
2/18
(A.G. + M.D.)
Meet regularly with 9th grade failures in small groups
4/1
(A.G. + H.D.)
Check if 9th grade failures in 2 Wor
2/23
(A.G. + M.D.)
Get any missing
2/24
(A.G. + L.S. + 5 teachers)
Develop reliability test for 9th grade Eng + S.S.
2/24
(5 teachers)
pre-test
3/1
(5 teachers)
post-test
3/31

*9th grade assist principal
" counselor
" homeroom teachers
" classroom
" project coordinator

Agenda
Homeroom commitment to homework sheets
Graduate requirements
Supervised study program
Ninth grade course syllabi

APPENDIX 16

COMPARISON OF NUMBER OF ENROLLED NINTH GRADERS AND % WITH FAILURES, ALSO BY SOME SUBJECT AREAS

1976-77

	Advis. 1	% of TOTAL	Advis. 2	% of TOTAL	Advis. 3	% of TOTAL	Advis. 4	% of TOTAL	FINAL	% of TOTAL
TOTAL no. of enrolled 9th graders	225	35%	225	30%	225	18%	225	22%	225	16%
No. of 9th graders with failures	78		67		41		49		37	
TOTAL no. of 9th graders taking Social Studies	225	20%	225	17%	225	6%	225	9%	225	7%
Social Studies F's	44		39		14		22		16	
TOTAL no. of 9th graders taking English	225	17%	225	8%	225	3%	225	7%	225	3%
English F's	39		18		6		15		6	
TOTAL no. of 9th graders taking Math*	225	10%	225	8%	225	6%	225	7%	225	4.5%
Math F's	24		17		14		16		10	

* DOES NOT INCLUDE COMMERCIAL MATH

COMPARISON OF NINTH GRADE FAILURES 1974-75, and 1976-77

	No. of ninth graders	No. of 9th graders with final F's	%	No. of 9th graders not graduating	%
1974-75	205	76	37%	68*	33%
1975-76	248	58	23%	50*	20%
1976-77	225	37	16%	39*	17%

* NOT GRADUATING = students did not participate in graduation, but may have moved on to 10th grade.

APPENDIX 17

August 30, 1977

Memorandum to: Ms. Fran Josephs
Partners in Educational Reform

From: Dr. James Clark
Acting Principal, Foster High School

Subject: End of the JHSN Project Survey

The principal who is responsible for the administration, management, supervision, programming and curriculum of a school is in constant search of resources to help him improve his performance. As principal at Wood Junior High School, I found such help through the Junior High School Network Project. This project enabled me to further sharpen my skills.

Phase I

The Management by Objectives workshop conducted by Matt Gilroy of the University of Wellington was very helpful in forming a basic language among the administrative team at Wood. The workshop highlighting the Transactional Analysis process enabled the team to gain further insight about themselves, other members of the team and the TA process itself. It is my belief that the entire team grew as a result of this exposure, and perhaps our level of efficiency was raised. The teaching staff at Wood had a number of significant experiences through the various programs, workshops, consultants and course offerings provided through the project.

Phase II and III

The high point of Phase II and III was the creation and development of the Wood Advisory Task Force. With active participation on the part of teachers, parents and administrators a school-wide plan was created. The training provided to the Task Force in MBO language and skills gave the members a common denominator for planning, implementation and evaluation. The surveys of staff at Wood provided the principal with input on the success of the programs and aided future planning. The course offered to all staff in Teaching Reading ("Developing Reading Objectives and Learning Activities") helped emphasize the primary goal of the school year--raising student reading scores.

In summation, the entire project definitely improved my planning skills. The project had an indirect impact on staff for the simple reason, we did not focus on every member of the staff. However, time was spent with the administrative team and the department chairpersons and local board members. This involvement brought about a better understanding as to what our roles and goals were.

The functioning of the school appeared to take on a definite educational course as opposed to a reactionary or "everybody does his own thing" posture with little or no accountability.

My relationship with the majority of my staff apparently was very positive due partly to my improved management skills and my ability to motivate and inspire those around me. Improved Management Skills certainly did enhance this ability through better decision making and more participation by those concerned. A strong staff needs a strong leader, and strong leaders need strong followers. This project supported the above, by having a common language, a general understanding of roles, and a singleness of purpose.

APPENDIX 18

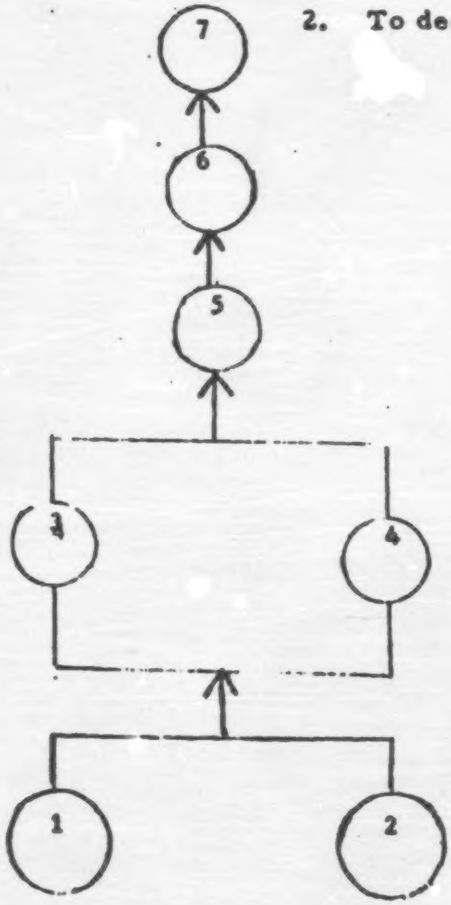
Region II Curriculum/Staff Development/CBC
Monthly Meeting
April 27, 1977

Group III Secondary Instructional Program

Sherry Morton
Sharon Turner

Goals:

1. To describe some practical uses of the Region II Curriculum.
2. To describe the Survey's relationship to CBC.



Objectives

By the conclusion of this session you will be able to:

1. Describe the Region II Curriculum Survey.
2. Explain the function of each part of the Survey.
3. Differentiate between administrative and instructional objectives.
4. Distinguish between terminal and prerequisite objectives using the Survey to locate both.
5. Construct a simple hierarchy using objectives in the Survey.
6. Describe the relationship between CBC and Region II Curriculum Survey.
7. Discuss ways that teachers of all disciplines can use the Survey.

APPENDIX 19

March 22, 1977

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Dear

I thank you for your time and efforts as a member of the Wood Advisory Task Force. Your interest in improving the total learning environment of our school is sincerely appreciated.

Although I have been unable to attend the last two Task Force meetings, I want to assure you of my continued support for all Task Force activities. We have learned a lot together and have accomplished a considerable amount. But there is still much more to do.

I believe that we are moving ahead of many other schools because of our determination to plan together and to evaluate our progress in meeting goals that we set. The design of the 1977-78 school plan is a large task. We need input from all department chairpersons, the SCP and local board members.

I am seeking your continued support for the Task Force and your active involvement in its work. Time is passing quickly, but if we work together we will accomplish our tasks with success.

In an effort to further facilitate our Task Force operation, I have asked Mrs. Campton to serve with me as co-chairperson for the remainder of this school year.

Thanks again for your hard work this school year.

Sincerely yours,

Dr. James Clark
Principal

March 22, 1977

Mrs. Sallie Cole
460 Claremont Street
Federal City, Wellington

Dear Mrs. Cole:

I thank you again for your continued support of the House of Wood, and particularly for your participation in the Wood Advisory Task Force activities this school year. All local board members have been unable to attend the most recent Task Force meetings, which were held after school, and I want to bring you up to date on recent developments and to invite your reactions and comments at this time.

I have enclosed two documents. One document contains the proposed philosophy and goals for the Wood Junior High School Plan for 1977-78. The Task Force has incorporated the goals of the city-wide C.B.C. effort into the new Wood plan. Could you either send me your reactions to the proposed philosophy and goals or bring your comments to the next Task Force meeting on April 26th at 3:15 p.m. in room 112?

The second document is a survey which we are using to help us give clearer direction to the Wood Advisory Task Force. Please complete the survey, as it applies to you, and return it to me by March 28th. I want and need active participation in the Wood Advisory Task Force by local board members and appreciate your interest in its endeavors thus far.

I hope to see you at the next Task Force meeting. Please call me if you have any questions concerning the enclosed documents.

Thank you again for your support and help.

Sincerely yours,

Dr. James Clark
Principal

Enc.

APPENDIX 20

MEMORANDUM

TO: Wood Advisory Task Force

FROM: Jim Clark

SUBJECT: Draft of 1977-78 School-Wide Plan

DATE: June 28, 1977

I have had more time to review the draft of the school-wide plan for 1977-78 now that school is closed. I ve made certain revisions and deletions and now submit them to you for your consideration. Overall, I had some observations which cover many of the reasons for the changes I made:

1. Within the framework of target objectives, there were too many groups responsible; this could make the plan unmanageable. The following groups were given responsibilities: the Task Force, the CBC team, the SCP, the AV Team, the entire staff, all students, the library, student representatives, and at least four new committees. Also, in objectives, often times, two or three groups were give responsibility for one activity. Again, this makes management and accountability more difficult. Finally, the Task Force was given very little responsibility.

2. Although the goals are open-ended, without a definite time frame for accomplishment, there seemed to be some overlapping. The Objectives Development Team noted this when they carried out force field analyses of the goals, Goals No. 9 and 10 were not force field analysed because they were considered to be taken care of under Goals No. 7 and 4. In my view, Goal No. 9 is also a part of Goal No. 6 and in fact Goal No. 7 should be included in Goal No. 6.

3. There is a need for focus. There is a need to order the tasks in some more meaningful manner. After studying the goals and the target objectives that were written, a focus seems to be apparent: CBC process, self-actualization of students, consumer/producer skills and resource development. Most of the targets written by the team fall into those areas.

   It does seem to make sense to concentrate on process - and along with that on student basic skills (particularly as regards test data); self-actualization appears to be a crucial area for students which should be dealt with immediate and which affects all other areas. It seems to me that consumer/producer goals are more separate. I would recommend that the area of concentration be narrowed to Goals No. 1, 2, 6, and 8.

4. I think that the Task Force and Objectives Development Team did an outstanding job. The recommendations for limiting the activities for next year arise out of a concern for time, management, resources and focus.

I have attached a new draft of the plan with the philosophy remaining the same, the goals decreased from 10 to 7, the target objectives decreased from 23 to 14.

WOOD JUNIOR HIGH SCHOOL - WIDE PLAN 1977-78

PHILOSOPHY: We believe that all Wood students must be provided with a well-rounded education. This education must: (1) provide the student with the skills which will enable him to successfully complete vital life tasks; (2) be success orientated so that the student develops a good self-image and carries with him a sense of pride. It is our intention to provide stimulating and rewarding educational experiences so that the student is motivated to continually seek knowledge.

GOALS:

1. To utilize the process *and curriculum developed by the city-wide CBC team.
2. To improve student basic skills (i.e., reading, writing, communication and computation).
3. To raise student competencies in analytical skills.
4. To raise student competencies in consumer/producer skills.
5. To raise student competencies in socio-political skills.
6. To raise student competencies in self-actualization skills.
7. To improve community-school relations.

*Learning hierarchies, pre-and post-testing, instructional objectives, learning activities, assessment tasks and classroom management.

TARGET OBJECTIVES:

The focus for the academic year 1977-78 will be on Goals 1, 2, 6, and 7. The other goals exist and represent the direction the school is moving. However, they will not have a time frame for school-wide implementation during the coming school year. Instead, schoolrwide focus will be on targets for accomplishing Goals 1, 2, 6, and 7.

OBJECTIVES

1. The CBC team will have located a resource area containing curriculum guides and instructional guides by September 30, 1977.
2. The CBC team will have obtained information concerning pulbication of the CBC curriculum and CBC curriculum requirements by October, 1977.
3. By October, 1977, the administration will have provided a central location where test results can be housed for teachers usage.
4. By October, 1977, the Task Force will have established a voluntary committee from various disciplines to attend city-wide educational policy making meetings (i.e., School Board Meetings).
5. By October, 1977, the Task Force will have developed a system of incentives to reduce tardiness and absenteeism of students.
6. Department chairpersons will have begun updating existing content area curricula in terms of CBC terminology and process by November, 1977.
7. The Guidance Department will have prepared a workshop to advise teachers in the proper interpretation of test data by the first staff development day.
8. By the end of the first advisory, the librarian will have made teachers aware of the available resources in an effort to stimulate the use of innovative teaching techniques.
9. By the end of the first advisory, the administration will have developed a concrete program which will aid students in developing positive habit formation; (1) a sense of responsibility (decreasing tardiness and improving conduct in the hall); (2) a respect for fellowman (decreasing fighting and the use of profanity and increasing positive conduct in assemblies).
10. By the second staff development day, the CBC team will have prepared a workshop on self-actualization skills.
11. By January, 1978, the Math and English Departments will have constructed skill charts to record student performance in each subject, thus showing achievement in an assigned group of skills.
12. By January, 1978, each teacher will have contacted at least 75% of his/her students parents for the purpose od developing positive community relations,

13. Teachers will have taught test taking skills to students as a part of their instructional techniques by January, 1978.

14. By December, 1977, the Task Force will have developed innovative strategies for rewarding positive student performance in any sphere and will have included student representatives input.

****

Overall monitoring of the school-wide plan will be carried out by the Wood Advisory Task Force.

APPENDIX 21

Federal City Public Schools

Stanton Junior High School

School Goals
1977-78

Philosophy
Goals
Objectives
Strategies

September 1, 1977

Philosophy:

The staff of Stanton Junior High School believes that children are naturally inquisitive and possess all the essential qualities to learn. They also have an innate desire to learn. We feel it is our responsibility to make it possible for students to develop their characters to fit their own aspirations. Our task is to arrange organizational conditions and methods of operation so that students can achieve their own goals. We feel that teaching is tantamount to creating opportunities, releasing potential, removing obstacles, encouraging growth and providing guidance.

Goal:

Stanton Junior High School will continue to foster an atmosphere for greater unity, cooperation and communication in the development and implementation of a meaningful, quality educational program providing maximum learning opportunities.

Goals, Objectives, and Strategies for Stanton Junior High School for the School Year, 1977-78.

Goal I: To provide a program of quality education.

Objective A

By September, 1977 all teachers at Stanton Junior High School will have outlined plans to individualize instruction by demonstrating in operational terms the characteristics of the Competency Based Curriculum model.

Strategies:

1. Each department will develop and/or revise a syllabus (instructional guide) containing course requirements including the three components of the CBC cycle.

2. Each department will develop or choose a pre- and post-test to monitor skill mastery.

3. Each department will construct learning hierarchies containing prerequisite skills for each objective.

4. Teachers will develop learning activity packages to reinforce desired learnings.

5. Based on results of the Prescriptive Mathematics Test and the Prescriptive Reading Test, students will be grouped according to skill mastery.

Objective B

By September, 1977, all teachers at Stanton Junior High School will have refined the process of informing students of course requirements and keeping parents and students informed of their progress in meeting those requirements.

Strategies

1. Course descriptions will be made available to parents and students.

Objective B-Strategies (continued)

2. Teachers will develop learning hierarchies, and assist students in plotting their achievement through the hierarchies on their own progress charts.

3. Copies of course objectives will be sent home for parents' information and signature.

4. Homework sheets will be sent home weekly for parents' signature.

5. Parents and students will be notified of any course deficiency by the end of the fifth week of each marking period.

Objective C

By September, 1977, all students will come to class prepared with materials required by each individual teacher.

Strategies:

1. The school store will be open each morning from 8:15 A.M. to 8:45 A.M. in the auditorium and during the lunch periods in the cafeteria.

2. Teachers will contact parents of offenders and seek their active cooperation in monitoring their child's progress and participation.

3. Parent conference will be scheduled for chronic offenders.

4. Letters of understanding will be prepared for student and parent signatures containing the above-mentioned items along with any items deemed necessary by the faculty to insure maximum cooperation and participation in the educational program at Stanton Junior High . . . . .

Objective D

By September, 1977, plans for an awards system will be formulated by the faculty and staff of Stanton Junior High.

Goal I

Objective D

Strategies:

1. Members of an awards committee will be identified and a chairman selected.

2. The awards committee will decide, with input from the staff, on a plan for awards activities for the school year.

3. Once the plan is devised, students and parents will be informed by the committee.

4. Parents and students will be invited to provide suggestions and participate in the planning and implementation of the awards program.

Objective E

By October, 1977, student tardiness to class and school will be less than 3% of the total student population.

Strategies:

1. Tardy hall will be held from 3:15 P.M. to 4:00 P.M. each school day for offenders.

2. Increased hall supervision will be performed by all staff members to expedite the movement of students from class to class.

3. Parent conferences will be held with the parents of chronic offenders.

4. A joint parent, student, teacher committee will be constituted to monitor progress.

5. Consideration will be given by the awards committee to rewarding students who are consistently on time for school and class.

Objective F

By November, 1977, there will exist a working list of

Goal I

Objective F (continued)

volunteers to assist teachers and students in attaining school goals and objectives.

Strategies:

1. A committee on volunteers will be identified by the end of September, 1977.

2. A questionnaire will be sent out by the committee to solicit volunteers.

3. A list of volunteers will be distributed to staff members.

4. Volunteers will be contacted by the individual teachers, depending on their needs.

5. The awards committee will consider ways to reward such volunteers.

Objective G

By September, 1977, all disorderly conduct in Stanton Junior High will be eliminated.

Strategies:

1. All staff members will actively monitor halls during the passing of classes.

2. All students must have a pass when moving in the halls at other times.

3. All classroom teachers will maintain a daily pass record.

4. Daily pass records are to be sent to the office on the last school day of the week.

5. Students guilty of disorderly conduct will be disciplined.

Goal I

Objective H

By September, 1977, all staff members will be prepared to validate Competency Based Curriculum.

Strategies:

1. The school CBC committee will meet to identify staff needs of being a Pilot school for CBC.

2. An action plan will be devised for the school year.

3. Parents and students will be informed of our Pilot status and assistance will be solicited in the testing and evaluation of the curricula.

4. Additional time for staff development will be sought as needed.

5. The CBC committee will report to the faculty on a periodic basis.

Goal II: Improve student-teacher-parent relations.

Objective A

By September, 1977, the staff at Stanton Junior High School will inform all students of their rights and corresponding responsibilities as students and citizens.

Strategies:

1. Information on student rights and corresponding responsibilities will be distributed to all students.

2. Administrative effort will be made to inform students of their rights and corresponding responsibilities through orientation and homeroom programs as well as through other communication systems.

3. Department chairpersons and classroom teachers will apprise themselves of student rights and corresponding responsibilities and set a classroom tone which reflects those understandings.

4. Teachers are encouraged to include discussion and evaluation of student/citizen rights and corresponding responsibilities.

5. The student government will be encouraged to develop appropriate peer-to-peer communications related to student/citizen rights and responsibilities.

Objective B

By September, 1977, plans will be made for the school year to increase parent school contact and participation by 50% above last year's rate of contact.

Strategies:

1. Parents will be asked to sign and return all report cards.

2. Parents will be asked to sign and return all deficiency reports.

3. Parents will be asked to sign and return weekly assignment

Objective B-Strategies (continued)

sheets.

4. Parents will be asked to sign and return important tests.

5. Parents will be asked to participate in planning and implementation of school programs.

6. Telephone communication between parents and teachers will be encouraged.

Goal III: Improve and maintain communication.

Objective A

By September, 1977, the committee on communications will have devised a plan to foster increased communications between and among the various populations at Stanton Junior High.

Strategies:

1. The committee on communications will be established.

2. The committee will meet to assess needs for improved communication.

3. The building administrators, in cooperation with the committee, will seek ways to communicate informally with various groups.

4. The committee on Goal III will devise ways to report progress toward the school goals.

5. The committee will devise ways to increase participation in school planning, implementation and evaluation.

Objective B

By September, 1977, the committee on communications will have devised a plan to increase communications between and among the various populations outside Stanton Junior High School.

Strategies:

1. The committee will meet to assess needs and identify the various groups who affect the operation of Stanton Junior High.

2. The committee will develop ways to inform those groups of activities at Stanton Junior High.

3. The committee will solicit assistance where possible.

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* Names and dates withheld to preserve anonymity of the authors.